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ABSTRACT

This document presents instructions for teaching the Career Clarification Curriculum, a group-oriented curriculum designed to help secondary students make career decisions. The materials and procedures are intended primarily for work with student groups of classroom size or smaller. The following information precedes the individual exercise instructions outlined by the curriculum: an overview of the Career Clarification Program; guidelines for using this manual; suggestions for setting up a calendar and curriculum sequence; suggestions for preparing the student journal; and group leadership guidelines. Instructions are then presented for teaching the curriculum exercises, which are divided into the following eleven areas: orientation; career exploration; career specialization; interpersonal skills; career exploration preview; career exploration/specialization review; the world of work; self-assessment; broad planning; decision making; and career actions. Finally, the year-end wrap-up activities are described. (BM)

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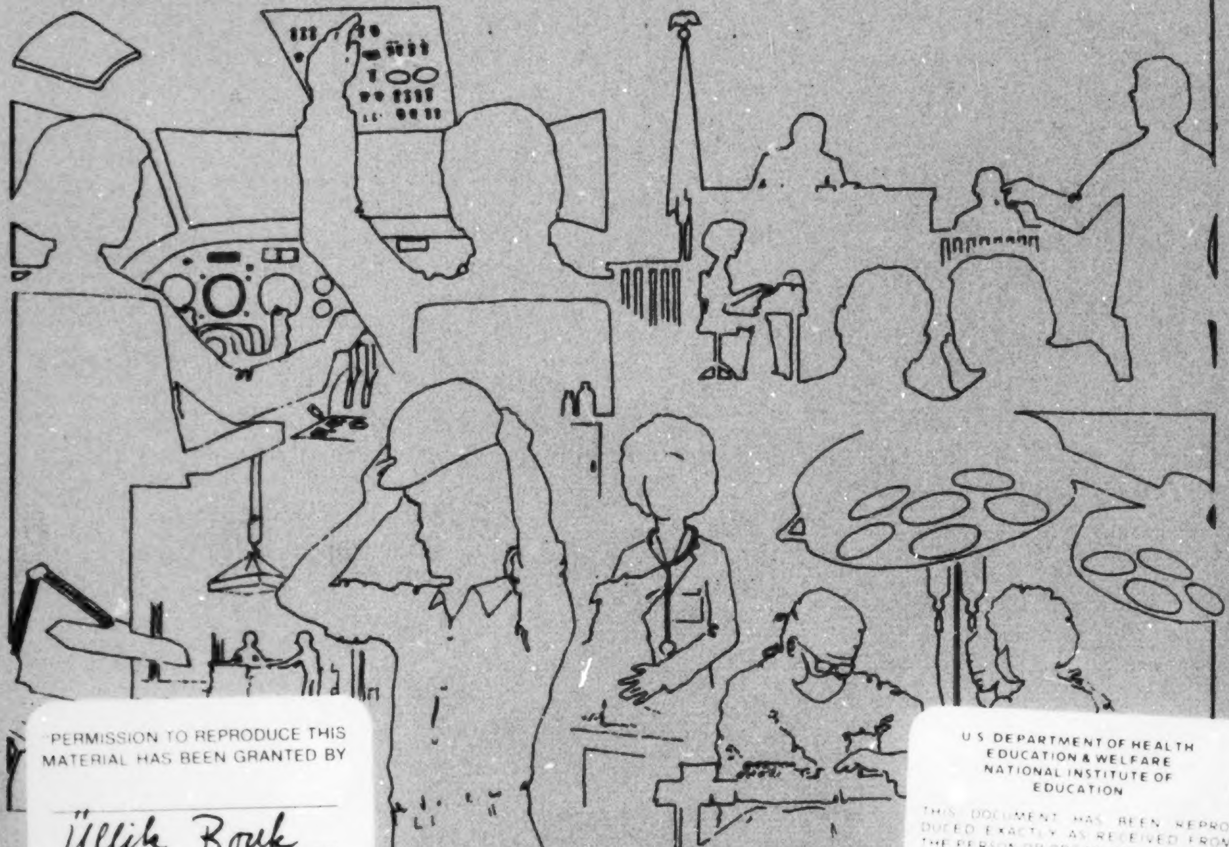
CAREER CLARIFICATION PROGRAM:

A PROBLEM-SOLVING APPROACH



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Group Leader's Edition

RESEARCH FOR BETTER SCHOOLS INC.

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OVERVIEW OF THE CAREER CLARIFICATION PROGRAM

The purpose of this group-oriented curriculum is to provide teachers and guidance counselors with resource materials and procedures which are useful in helping secondary school students with making career decisions, and the goal-setting, planning, and action associated with this process. The materials lend themselves to both cognitive and affective outcomes. The objectives of the group and predilection of the leader will influence which of the two becomes the dominant process focus. The materials and procedures are designed primarily for work with student groups of classroom size or smaller. The exercises within each component are designed for one class period.

A summary of each unit appears in the CAREER GUIDANCE component General Information Handbook and at the beginning of each set of exercises.

HOW TO USE THE GROUP LEADER'S EDITION

This guide provides a set of curricular materials with suggestions for their use. The curriculum is designed to be flexible and to meet the needs of the groups using it. For those who are unfamiliar with group techniques, there is a discussion of settings and methods and a bibliography for further study. It is hoped that the guidance personnel using this material will tailor it as much as possible to the needs and maturity of their groups.

Included are suggestions for a second-year implementation of each exercise. These Supplementary Activities can also provide alternative ideas for more mature students.

A calendar should be prepared which lays out the planned sequence of exercises week by week.

Instructional materials should be maintained in individual student journals as a record of their guidance group experiences.

The group guidance personnel should make themselves thoroughly aware of the Career Exploration programs in order to integrate these experiences with the guidance process.

SETTING UP A CALENDAR AND CURRICULUM SEQUENCE

The sequencing of the Career Clarification Curriculum should be set up in conjunction with the Career Exploration calendar. If at all possible, Orientation, Career Exploration Selection, and Career Exploration Preview should all come before the students go to their first resource site. This allows greater preparation for and utilization of the site. Career Exploration/Specialization Review and Preview of the next Career Exploration should occur between clusters to help smooth the transition. It is suggested that at least two periods per week be devoted to group guidance.

A Suggested Curriculum Sequence

- Orientation, Career Exploration Selection, Career Exploration Preview

  Week 1: Orientation all of Career Exploration day - Exercise 1 and testing

  Group Guidance 1: Career Exploration Selection
  Group Guidance 2: Career Exploration Selection

  Week 2: Orientation Exercises 2, 3, 4, 5 - all of Career Exploration day

  Group Guidance 1: Career Exploration Preview Exercise 1
  Group Guidance 2: Career Exploration Preview Exercise 2

(The rest of the sequence will be given as a general order, not by week.)

- Interpersonal Skills
- Career Exploration/Specialization Review (as stated above, this should come between each cluster cycle)

- Self-Assessment
- Broad Planning
- The World of Work
- Decision-Making
- Career Actions
- Year-End Wrap-Up

A Short Program for Trial Run

If a year of planning is allowed, it is suggested that a small number of students begin to participate the second half of that year. The following sequence should give a good sample of the curriculum:

- Orientation
- Career Exploration Selection
- Career Exploration Preview
- Career Exploration/Specialization Review
- Self-Assessment, Exercises 1, 2, and 5
- Broad Planning, Exercises 1, 3, and 4
- Decision-Making, Exercises 1, 3, 4, 6, and 9
- Career Actions, Exercises 4 and 5.

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THE STUDENT JOURNAL

Once a curriculum sequence has been established, the student journals should be prepared. The instructional materials can be run off for the first cycle only or for the full year. Students should purchase ring binders to hold their journal. Students can aid in the preparation of the journal and can collate the pages and assemble the journal according to group leader direction. It should be emphasized that the creation and maintenance of a journal is critical. From time to time, students will be asked to review material that they completed months before so it must be accessible. They will also be asked to complete some of this work at home so it must be portable.

The following group leadership guidelines are offered as a resource in the event the group leader has had little group dynamics experience. The limited value of such guidelines is recognized; however, they are offered in case the materials are implemented by someone who needs just such a temporary lifeline. The bibliography offers references and textbooks which cover the areas in a more comprehensive fashion.

GROUP LEADERSHIP GUIDELINES*

What Is Small Group Discussion?

Small group discussion occurs when a group leader sits down to talk with a small number of students (fewer than 15). Properly conducted, such discussions provide opportunities for students to talk things over without fear. The similarity of the small discussion group to an informal social group fosters free expression. The group leader keeps the discussion moving in a constructive direction and also provides vital data related to the discussion topic.

Attitudes can be changed in small group discussion. An opinion that finds no support with fellow students will be reconsidered and perhaps changed. Commitment to new behaviors made during group sessions will frequently stick because the commitment is made among group members. The guidelines that follow are designed to enable the group leader to lead small group discussions effectively.

How To Arrange A Small Group Discussion

A small group discussion is informal. Everyone should have a chance to talk. You can set up the room to facilitate this.

1. Limit the group to approximately fifteen. Too large a group makes it difficult for every student to have a say. The presence of too many people may inhibit free and easy discussion. Unmanageable subgroups may form.

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*Adapted from: P. Bergevin, D. Morris, and R. B. Smith, Adult Education Procedures (New York: The Seabury Press, 1963), pp. 95-105.

2. Arrange the seats in a circle. A circular seating arrangement makes it difficult to withdraw into a subgroup. Everyone who speaks can see, and be seen by, the entire group. It makes group members feel responsible for listening and contributing. Every group member feels like an equal.
3. Sit down with the group. The difference between the group leader and the other members of the group is minimized. Take a seat when you lead discussions, but don't take the same seat everytime you meet. This will make you more a member of the group. Many students have had negative experiences with people in authority. The less you resemble these feared people, the more freely the students will talk.

How To Start A Small Group Discussion

Members of the group must each feel free to speak up when they have something to say. An easy informality is the ideal atmosphere for effective discussion.

1. Facilitate learning names in the first session. Give a name card to each group member. Have members introduce themselves one at a time. Make sure you know how to pronounce each name.
2. Describe the advantages of group discussion. Students can understand what they learn in the group as it applies to their own lives. They can discuss their ideas about working. They can learn to make themselves understood. They can learn to speak easily in front of others. They can learn more about themselves.
3. Describe the rules of group discussion. Everybody has a fair chance to be heard. All opinions are acceptable in the discussion. Since the group's topics are not open-and-shut issues, many opinions will be valuable.

4. Introducing the discussion topic for the session. The curriculum provides the stimulus for each session. It is suggested that the group leader take a controversial opinion or statement from student input to begin the discussion. Ask for personal experiences related to the stimulus situation. Tell a related personal experience of your own.

How To Lead A Worthwhile Discussion

A small group discussion can be very constructive. Group members may change their attitudes in ways that are very meaningful to them. Much of the success of the discussion depends on the encouragement the group leader gives to the members of the group.

1. Give each statement equal weight. Pay attention to each opinion, regardless of whose it is. Give no indication that one opinion is better than another.
2. Do not evaluate opinions. You are a leader, not a judge. Restate opinions, do not comment on them. Encourage the group to act as evaluator. Make certain that when group members discuss an opinion, they comment on the opinion, not the giver.
3. Leave your own opinion out. Don't block communication by expressing your own thoughts too early. This could prevent the group from expressing themselves. Do not preach or moralize.

General Group Leadership Techniques*

Small group discussion must be led, but the leader cannot use direct control. The leader must lead indirectly. Here are some techniques that can help you lead the discussion without dominating the group.

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*Adapted from: Office of Economic Opportunity--Job Corps, Instructor's Manual for the World of Work Curriculum (New York: Xerox Corporation, 1967), pp. 17-23.

1. Help the group establish objectives. Always refer to the topic of the day at the beginning of a session. Make sure the group members state what the topic means to them. Help the group set its goals in light of these meanings.

2. Use silence. Sometimes discussions are difficult to get started and keep going and a leader gets nervous and jumps in, asking questions or making comments too soon. The leader should make the group responsible for the discussion. If the leader sits quietly after the introductory remarks, group members will eventually break the ice.

3. Ask topical questions. If it seems absolutely necessary to get or keep discussion going, the leader can ask the group questions about the discussion topic. This should not be a regular practice, but a last resort. The questions in the curriculum units are for the leader's guidance, but they may be asked of the group, if necessary. The leader should avoid being too forceful in questioning. No third degree!

4. Reflect and deflect questions. Group members will often try to put the leader in a position of authority. They may try to make the leader give "right" answers, rather than work out the answers within the group.

   The group leader can reflect questions:

Joe:	When I talk to Sam, I can't seem to make him see my point of view. How come?
Leader:	You can't seem to get your point across to Sam. or It seems to bother you because Sam can't see your point.

   The group leader can also deflect questions:

Mary:	What's the best way to get a job as a salesperson?

Leader: Do you have any ideas, Mary?

or

Does the group have any suggestions?

By reflecting and deflecting questions, the leader gives the group members the responsibility for coming up with answers.

5. Help the group speak to the point. Sometimes group members seem confused and wander from the topic. When they are talking around--rather than to--a point, the leader must bring them to the point and give direction for further related discussion. This is best done indirectly. For example:

Paul:	I think the best reason to go to school is to be able to make more money.
Alice:	I saw the other day that high school graduates make $100,000 more than drop-outs in their lifetimes.
Joe:	There's a good job waiting for me if I graduate.
Leader:	You see the reason for school or learning as getting more money. You want a better job and more money. What else can a job give you?

6. Clarify statements. When a group member makes a statement that is vague or complicated, the leader should help clarify the statement. The leader's response should start with:

"You mean then . . . "

or

"Do you mean . . . ?"

The leader should not hurry to intrude or give the impression of judging. The leader is trying to help.

7. Summarize the discussion. At points in the discussion when objectives have been met, the leader should sum up the discussion so that all the group members see what has been accomplished.

These summaries should highlight gaps in the achievement of objectives and be open enough so that the group can go on with new parts of the discussion topic.

Special Group Discussion Techniques

Small group discussions can be varied by occasional use of special techniques. The techniques break up the routine of discussion and provide special emphasis for particular topics.

1. Use buzz groups. There are issues on which you may like to get a quick opinion. Form groups of three or four members each for this. Each small subgroup decides on its own opinion. Each buzz group leader then states that opinion to the group at large. Discussion follows.
2. Lead role-playing. When the topic for discussion involves dealing with others, acting out the situation can be a valuable learning tool. Group members put themselves in another person's place and must react accordingly. This helps members to more easily see another person's point of view. Ask for volunteers. Describe their roles to them. Let them act out the scene. Reverse roles for shock effect when it is valuable. Afterward, ask the rest of the group to discuss the role-play.
3. Involve group in brainstorming. Brainstorming means getting all thoughts on a subject down on paper as quickly as possible. Appoint someone to take notes. Encourage the group members to say anything on the topic under discussion. Allow no criticism. Anything goes in brainstorming. After the brainstorming session, the ideas may be discussed and refined.
4. Use a tape recorder. Opinions sound different when they are played back. Explain that the tape belongs to the group. Have

a discussion. Play the discussion back to the group. Ask for comments.

Judging Student Participation

Evaluating the quality of the statements made by a student in group discussion can destroy the discussion. The leader must not judge the "right" or "wrong" of statements because the student judged negatively may stop participating. The leader should do no more than judge whether or not a student has participated in the discussion and has come to grips with the topic and its problems.

The following guidelines may help to clarify whether or not the student is fully participating in the activities.

1. When the student participates. Student participation in a group discussion is shown by their attention to the objectives of the discussion and by their contribution of remarks and questions that lead to the attainment of the objectives. Lack of participation is shown by behaviors that do not relate to discussion objectives, such as irrelevant argument, wisecracks, daydreaming, sullen silence, or work on other tasks during a discussion. Students are judged to have participated if the greater part of their behavior during the discussion contributes to reaching the objectives of the discussion and does not interfere with reaching them.

2. When the student may, or may not, have participated. Students sometimes do not show clearly that they have taken part in a discussion. A student may just sit quietly, following the discussion, but make no open contribution to it. This behavior may, in fact, indicate participation. The student may not feel free

to speak openly on every topic or in every discussion, but may follow the discussion and participate actively, if not verbally. If the leader is not sure that a student has participated, the leader should approach the student after the discussion and ask questions to be sure of the student's participation. The leader should encourage the student to make open contributions.

3. When the student does not participate. When the leader is convinced that a student has not participated, the leader should describe precisely to the student the factors which lead to the determination that the student was not participating. Care should be taken to highlight any positive aspects. The student should be encouraged to participate in future discussions. As a last resort only, a student may be asked to leave the group.

THE CAREER CLARIFICATION CURRICULUM

ORIENTATION

Orientation to the RBS Experience-Based Career Education Program must be handled on several different levels These can be tackled all at once, or in two or more sessions. (See the discussion of these options in the implementation suggestions at the beginning of the Group Leader's Edition.)

The exercises provided here can be used over several sessions and one (Exercise 2, Are You Ready To Hold a Job?) should be repeated at a year-end wrap-up so students can assess their own maturation.

The use of the Self-Directed Search (John L. Holland, Consulting Psychologists Press, Palo Alto, Calif., 1970) is suggested as a tool for student self-examination. Past participants in the program have found it to be a valuable aid to both group and individual guidance. If the Self-Directed Search is not used, it would be desirable to substitute some sort of career-oriented aptitude and interest survey.

After the first year, returning students should be encouraged to participate as much as possible in the orientation of new students.

ORIENTATION

Exercise 1. The RBS Career Education and Career Clarification Programs

To the Group Leader:

OBJECTIVE

To define and discuss with the students the goals of the RBS Career Education and Career Clarification Programs.

MATERIALS

"Orientation Tips"

PROCEDURE

Define and discuss the Career Education and Career Clarification goals by answering the following questions for your students:

- Who is involved in the program?
- What are you (student) going to do as a member of this program?
- Where is this program located?
- When will the various parts of the program be held?
- Why are you here?

A possible outline for presentation of the answers may be found in "Orientation Tips," the group leader handout for this exercise. (Refer to RBS CAREER EDUCATION for a more complete description of the entire program.) Allow time for student-generated questions about any of the material you have presented. Then, if time permits, take students through Exercise 2.

SUPPLEMENTARY ACTIVITIES

1. Returning students should be able to present this exercise to new students for the second and subsequent years.
2. Parents and community resource-site personnel might be encouraged to take an active role in orientation.

ORIENTATION TIPS

1. Who is involved in this program?
    a. Academic staff
    b. Career Guidance staff
    c. Career Development staff
    d. People from business and other organizations in the community

2. What are you going to do as a member of this program?
    a. Visit offices and working sites of many kinds
    b. Participate in Career Guidance sessions
    c. Use the Academic Resource Center

3. Where is this program located?
    a. On-the-job sites
    b. Career Guidance in room ____
    c. Career Guidance staff in room ____
    d. Academic Resource Center in room ____
    e. Academic Resource staff in room ____

4. When will the various parts of the program be held?
    a. On-the-job experiences: one school day per week
    b. Career Guidance sessions: twice a week on ____________________
    c. Academic Resource Center: _______________

5. Why are you here?
    a. To learn from direct experience what the world of work is
    b. To observe and participate in a variety of real-job activities
    } Career Development
    c. To learn how to make your own career decisions
    d. To learn how to go about finding a job and moving up the career ladder
    } Career Guidance
    e. To use your interests and experiences as learning tools and methods

Exercise 2. Are You Ready To Hold a Job?

To the Group Leader:

OBJECTIVE

To have the students assess their readiness to hold a job.

MATERIALS

Questionnaire - "Questions and Answers"
Questionnaire - "Self-Appraisal Inventory" (Exercise 3)

PROCEDURE

Have the students, working individually, complete the questionnaire entitled "Questions and Answers." (Make sure that you run off enough copies of the questionnaire before the session begins.) This self-assessment questionnaire asks the students to examine different facets of their personality to see which aspects will influence their readiness to hold a job. Explain to the students the importance of this exercise as a means of assessing their present readiness to hold a job, emphasizing that there are no "right" or "wrong" answers. Some students in the group may have never held a job. If this is the case, they should look at "school" as their job.

After completing the questionnaire, discuss with the students the importance of their answers to questions 1, 5, 6, 15, 16, 18, and 21 in terms of future employability. Then ask students to think about which areas on their questionnaire they plan to try to improve while participating in the RBS Career Education Program. Have them list these plans in the area at the end of the questionnaire.

Read Exercise 3: Assessing Your Personal Work-Related Characteristics.

Pass out the "Self-Appraisal Inventory" (Exercise 3) and have students complete this at home.

Name ______________________________ Date ____________________

QUESTIONS AND ANSWERS

Read each question. Ask yourself whether the answer is Yes (Y), Usually (U), Sometimes (S), or No (N). Make a check mark in the proper column.

	Y	U	S	N	
1.	___	___	___	___	Am I serious enough to hold a job?
2.	___	___	___	___	Am I trustworthy?
3.	___	___	___	___	Am I a good listener?
4.	___	___	___	___	Am I able to get along with others?
5.	___	___	___	___	Am I punctual (on time)?
6.	___	___	___	___	Do I get to my present job (school or work) every day?
7.	___	___	___	___	Do I complete assignments on time?
8.	___	___	___	___	Am I usually cheerful?
9.	___	___	___	___	Am I willing to do more than my share?
10.	___	___	___	___	Am I willing to take advice?
11.	___	___	___	___	Am I able to follow directions?
12.	___	___	___	___	Am I willing to help others?
13.	___	___	___	___	Can I take criticism?
14.	___	___	___	___	Can I take responsibility?
15.	___	___	___	___	If I owned a business, would I be willing to hire a person like me?
16.	___	___	___	___	Am I willing to keep on learning?
17.	___	___	___	___	Am I willing to give up some personal pleasure in order to improve myself for my job?

	Y	U	S	N	
18.	___	___	___	___	Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better-paying job?
19.	___	___	___	___	Do I have respect for people, no matter what kind of job they have?
20.	___	___	___	___	Do I really believe that ALL jobs are really important?
21.	___	___	___	___	Do I really want to work?

Total the number of times you checked each response and enter the number in the appropriate box:

☐ YES

☐ USUALLY

☐ SOMETIMES

☐ NO

If you had more "Sometimes" and "No" than other responses, you had better check your response to Question 15.

STOP!

Which areas are you going to try to improve while participating in the Career Education Program?

Exercise 3. Assessing Your Personal Work-Related Characteristics

To the Group Leader:

OBJECTIVE

To give the students the opportunity to assess their personal work-related characteristics.

MATERIALS

"Self-Appraisal Inventory"

PROCEDURE

This exercise should be completed by the students at home and should be given to them to do at the close of the first day's orientation session. The exercise is a self-appraisal inventory and guides the students through self-assessment in terms of their work-related backgrounds. The students should be told that the exercise will help them focus on their work-related characteristics (i.e., skills and abilities), and may influence future career decisions. Students never having held a job per se should be reminded to refer to "job" as used in the inventory to mean "job as a student." Remind the students to answer the questions as completely as possible.

SELF-APPRAISAL INVENTORY

YOU ARE BEING ASKED TO APPRAISE YOURSELF AGAIN! Answer the following questions as completely as you can. The data you compile will be part of your student journal and help in your career decisions.

No matter what type of job you seek, your inventory will be a basic tool in your search. The inventory will contain the information you need to present your qualifications at an interview and be your source for the facts, dates, and other information you will give an employer. If you have never held a job, refer to your work at school as your employment experience.

To prepare your inventory, follow the outline. Use a separate sheet of paper.

1. Work history.

   List all of your jobs, including part-time and summer. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed. Then ask yourself:

   What did I like about each job? Why?
   What did I dislike about each job? Why?
   Why did I leave?

2. Skills and abilities. Ask yourself:

   What personal qualities do I have that make me good at certain work?

   Think back over your experience at work and in school and volunteer activities. Try to be honest with yourself. What are your strong points? Examples might be: initiative, imagination, leadership, ability to organize, willingness to follow orders, interest in details, or ability to work with people.

   What did I learn in a past job that I can use in another position? (For example, operation of a machine or office equipment, or blueprint reading.)

3. Education.

List the schools you have attended, the dates, and the principal courses you took. Then ask yourself:

> What courses or training did I like best and why?
> What courses or training did I dislike and why?

Now list your scholarships or honors and your extracurricular activities.

Your activities may be a significant part of your job qualifications (for example, work on the school newspaper). Even if they are not directly related to a job, activities may help you decide what your best talents and interests are. (For example, do you enjoy sports, recreation, and outdoor activities? Did you excel on the debate team? Are you good at organizing a group to do a job?)

4. Interests, talents, and aptitudes. Ask yourself:

> What are my hobbies or volunteer activities?
> What are my special talents or aptitudes? For example, can I fix a car? play a musical instrument? speak another language besides English?
> Am I good at drawing or painting?
> What do I learn most easily?
> How can I relate my talents and interests to a job?

5. Physical condition. Ask yourself:

> Does my physical condition limit me in any way?

6. Career goal. Ask yourself:

> What kind of work do I want to be doing five or ten years from now?
> What sort of job should I seek now in order to prepare for my goal?

7. Jobs I want.

Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

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ORIENTATION

Exercise 4. How the Career Guidance Group Can Help Students Clarify Career Options

To the Group Leader:

OBJECTIVES

1. To discuss ways in which the career guidance group can help students gain from the RBS Career Education Program.
2. To indicate to the students the Career Education Program resources.

MATERIALS

Literature in the career information files

Information on the State Employment Service

The Self-Directed Search (optional)

PROCEDURE

Exercise 4 should be used to open Day 2 of the orientation, It would be a good idea to make sure that all of the group members get acquainted and in turn this will help to lead into a discussion of how the career guidance group will help facilitate learning. Here is a suggested sequence for doing this:

1. Give a name card to each group member. Have members introduce themselves one at a time. Make sure that you know how to pronounce each name.
2. Describe the advantages of group discussion, touching on as many of the following points as possible:
   - Students can understand what they learn in the group as it applies to their own lives.
   - They can discuss their ideas about working.
   - They can learn about different career options.
   - They can learn to make themselves understood.

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- They can learn to speak easily in front of others.
- They can receive support from the group to explore new options.
- They will have a fair chance to be heard.
- Their opinions will be accepted and considered valuable.
- They can learn more about themselves.

3. See if any students have participated in a guidance or counseling group before. If so, they may want to give input as to positive aspects of group discussion.

The content of the second part of Exercise 4 is important only as a vehicle to indicate to students that the program has many resources that will aid them in career definition and planning. Emphasis should be placed upon the students' obligation to know what is available and how to use it to the fullest. Attention should be called to:

1. Literature in the career information files.
2. The correlation of resource-site activities to specific occupations.
3. The State Employment Service.
4. Instructional personnel in all disciplines.

After presenting the different resources, ask students to look at their current career goal as identified in their "Self-Appraisal Inventory" (Exercise 3, Question 6). Ask them to list any occupations or occupational area related to their specific goal. Then examine the resources in today's discussion to see if they can find any information related to these occupational areas.

SUPPLEMENTARY ACTIVITIES

1. Have students complete the Self-Directed Search.* It focuses upon attitudes and interests as a means of dividing the job domain. (Make sure that you have enough copies of this questionnaire.)

---

*John L. Holland, The Self-Directed Search (Palo Alto, Calif.: Consulting Psychologists Press, 1970).

2. Have students list their occupational choices and check them with the list from the *Self-Directed Search*.

Exercise 5. How the Career Guidance Group Will Operate

To the Group Leader:

OBJECTIVE

To help students formulate the rules by which the guidance group will operate.

MATERIALS

- "Group Guidance Ground Rules" Work Sheet

PROCEDURE

To introduce the concept of ground rules in the career guidance program, discuss how regulations apply in a baseball game or another sport. You might want to use this brief discussion as an example:

> In baseball, the hitter is trying to get a hit. The pitcher is trying to get him out. The foul lines, the strike zone, the size of the ball, and everything else connected with the game are defined by rules and regulations. Consider the confusion that would exist if the players defined these things each time they played a game. It is the same in the Career Guidance Program. Group discussions would be chaos without some kind of order.

In small groups of three or four students, have the students brainstorm behaviors which can help a group accomplish its objectives and behaviors which can hinder. Have each group select someone to take notes and record them on the "Group Guidance Ground Rules" work sheet. Allow five to ten minutes for the students to brainstorm the different types of behaviors. Then while the students are still in their small groups, have them list on the back of the worksheet all of the ground rules which they believe will contribute the most to a good learning experience in the career guidance group. The students should refer to their lists of behaviors while generating their rules. Again allow five to ten minutes for the students to formulate their rules. Then bring the students back together as a large group and, using the student-generated rules, establish through discussion the ground rules for the guidance group. (The group leader must insure that school policy is represented and adhered to in any group decision.) Some examples of the areas which these rules should include are:

Attendance
Grading (if applicable)
Mutual respect in terms of language and conduct
Participation
Personal privacy
Mutual responsibility
The group leader as a member of the group with all privileges, rights, and responsibilities.

You might want to write these ground rules on the blackboard or on the bulletin board for the group to see and be reminded of when the guidance group is in session.

SUPPLEMENTARY ACTIVITIES

Have students debate a "Case For or Against Rules and Regulations in the Working World."

GROUP GUIDANCE GROUND RULES

Problem:

What kinds of behaviors (students, staff, community participants) will help or hinder the career guidance group in accomplishing its objectives? List these behaviors in the space provided below:

BEHAVIORS THAT HELP	BEHAVIORS THAT HINDER

GROUP GUIDANCE GROUND RULES, continued

List all the rules and regulations which you believe will contribute the most to a good learning experience:

CAREER EXPLORATION SELECTION

Career Exploration is a series of mini-courses, emphasizing actual work experiences, conducted at community resource sites. These community resource sites are organized according to occupational clusters, groupings of similar or related jobs, skills, activities, or organizations. Career Exploration may be scheduled for a quarter, a semester, a trimester, or any other division of the academic year. In choosing Career Exploration clusters, students select those community resource sites which will give them the opportunity to investigate personal career interests and plans.

Career Exploration Selection must be dealt with on two levels: (1) students who are choosing their first cluster, and (2) students who are choosing second and subsequent clusters. Exercises 1, 2, and 4 are designed for the student who is new in the program. Exercises 2, 3, and 4A build on the student's experiences in the RBS Career Education Program. Students are made aware of the need for certain pieces of information and a strategy for using that information to make decisions.

Selection of a Career Exploration is an exercise in information-processing and personal decision-making. Students, with the aid of their guidance instructors, choose explorations which will provide opportunities for them to investigate their work-related interests and plans. Some students will make decisions quickly, as a result of long-standing interest in an occupation or because specific program summaries in the Career Exploration Catalog appeal to them. Other students require extensive counseling. The most important factors in selection of Career Explorations are the ability to express personal interests and values relative to work, and the accuracy of the information pertaining to programs available at community resource sites. The Career Exploration Catalog provides students with accurate and up-to-date information for all community resources participating in the Career Exploration program. The exercises contained in this unit are designed to help students determine their personal work-related interests and values. Together, the Career Exploration Catalog and the student exercises facilitate student selection of Career Explorations. Time factors may prevent the completion of the Catalog in time for the first cluster selection. In that event, the students can be given short presentations by Career Exploration staff and/or resource site staff.

Exercise 2 is based on the results of the Self-Directed Search and can be made optional.

CAREER EXPLORATION SELECTION

Exercise 1. Goal Setting

To the Group Leader:

OBJECTIVE

To have the student determine current career goals that can be examined in Career Exploration.

MATERIALS

Exercise 1 - "Goal Setting"

Completed Orientation Exercises

PROCEDURE

The group leader should run off an adequate number of exercise forms.

Ask the students to consider one or more careers that they would like to explore. They can ask themselves the question, "If I could pursue any career I wanted, what would it be?" If appropriate, discuss with them the differences between a career (a long-range occupational direction that may include several jobs) and a job (an occupation at one point in time). Students should think of the jobs relating to their career interest(s). For example, a clerical career could include anything from a keypunch operator or typing-pool typist to an executive secretary with a secretary of one's own.

The students should begin to think of the reasons why they have chosen their own ultimate career goal--money, prestige, satisfaction from doing certain types of work, etc.

Have them work individually to complete the goal-setting exercise. Let them know that they are not making irreversible decisions or choices, that this is only the first of many steps and that they will undoubtedly change their minds to some degree as they participate in the program and as they grow older.

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Name ______________________________ Date ________________

GOAL SETTING

1. What is (are) your career goal(s) right now?

2. What jobs might you hold as a part of that career?

3. Where are some places where you would expect to find these jobs?

4. What are the main reasons why you have chosen this career goal for yourself?

5. Do you foresee any conflict or changes in yourself that might prevent you from achieving your goal? If so, what might you do about them?

CAREER EXPLORATION SELECTION

Exercise 2. Using the Self-Directed Search

To the Group Leader:

OBJECTIVE

To have the students examine the results of the Self-Directed Search and identify job interests for Career Exploration.

MATERIALS

Self-Directed Search Test Booklets and Guides

Exercise 2 - "Using the Self-Directed Search"

Career Exploration Catalog

PROCEDURE

Individual counseling may be substituted if the Self-Directed Search is not used.

The group leader should be familiar with the Self-Directed Search and its use.

Have the students review their totals and resulting codes. Explain the categories and show how to look up occupations related to their codes. Indicate the references to the Occupational Outlook Handbook so they can look up any occupation which is unknown or about which they want to know more. Each student should record the code and those corresponding occupations of greatest interest.

If the Career Exploration Catalog is not available, a presentation by Career Exploration staff and/or resource site staff should be made with students asking questions to find where their job interests fit.

Name ______________________________ Date ______________

USING THE SELF-DIRECTED SEARCH

Directions:

You completed the Self-Directed Search during orientation and your group leader has shown you how to match the code number derived from this questionnaire with the occupational titles in the Occupational Outlook Handbook. List below those occupations which interested you most:

____

____

____

By using the job index of the Career Exploration Catalog, try to locate resource sites and clusters that make available for study the occupations in which you are interested.

Occupation	Resource Site	Cluster
1. ____________________	____________________	____________________
	____________________	____________________
	____________________	____________________
2. ____________________	____________________	____________________
	____________________	____________________
	____________________	____________________
3. ____________________	____________________	____________________
	____________________	____________________
	____________________	____________________

USING THE SELF-DIRECTED SEARCH, continued

Write below the clusters that appear on your list.

____

____

____

____

____

____

____

____

____

____

Review all the resource sites that comprise the above cluster(s) and list the clusters that interest you most.

____

____

____

____

____

CAREER EXPLORATION SELECTION

Exercise 3. Using the Career Exploration Catalog

To the Group Leader:

OBJECTIVES

1. To have the students review their Job Interest Profiles and translate their likes and dislikes from previous clusters to future clusters.
2. To have the students review the Career Exploration Catalog.

MATERIALS

Job Interest Profiles from previous clusters

Exercise 3 - "Using the Career Exploration Catalog"

PROCEDURE

Review with the group your previous discussions of their Job Analyses (see CAREER EXPLORATION PREVIEW, Exercise 2) and Job Interest Profiles (see CAREER EXPLORATION/SPECIALIZATION REVIEW, Exercise 1). Remind them of their original career goals, asking them if these goals have changed. If not, they should think of new ways of preparing for this goal (exploring different jobs at new resource sites). If their goals have changed, they should look at their cluster options in terms of finding out more about this new interest.

Remind the students that 100 percent of any cluster will probably not appeal to them. Also, if they think back, they will probably find that things they expected to like didn't always fulfill their expectations and vice versa. They should keep in mind, too, that while some resource sites are more "fun" to visit than others, they are not always the ones which provide the best information.

With all these things in mind, they should go back to the Career Exploration Catalog and look for resource sites that help their goals, meet their likes and dislikes, and just plain appeal to them.

Name ______________________________ Date ______________

USING THE CAREER EXPLORATION CATALOG

You have been involved in a number of activities at community sites. Some you liked; others appealed to you less. You have seen people interacting with other people (Who), doing a variety of tasks (What), in many different settings (Where), working different hours (When), for a number of different reasons (Why). You have examined these observations and summarized your likes and dislikes. It is time to select a new cluster to explore.

Directions:

This exercise involves the use of the Career Exploration Catalog. This resource guide describes activities that you can expect to be involved in at each of the resource sites. Look over these descriptions and write down two resource sites that appeal to you and two resource sites that do not appeal to you. Remember the likes and dislikes that you summarized in the first exercise.

I like: 1. __________________ and 2. __________________,

because ______________________________________

____

____.

I dislike: 1. __________________ and 2. __________________,

because ______________________________________

____

____.

In which clusters are the resource sites that appeal to you?

1. ______________________ 2. ______________________

In which clusters are the resource sites that do not appeal to you?

1. ______________________ 2. ______________________

Can you see any advantage to career decision-making in selecting a cluster that includes resource sites that do not particularly appeal to you?

____

____

____

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CAREER EXPLORATION SELECTION

Exercise 4. Choosing a First Cluster

Exercise 4A. Choosing a Cluster

To the Group Leader:

OBJECTIVES

1. To have the students summarize their career goals and Self-Directed Search results and use the data to choose a first cluster.
2. To have the students summarize their likes and dislikes in previous clusters, combine them with their Self-Directed Search results, and choose their second and subsequent clusters.

MATERIALS

1. First Cluster
   Exercise 1 - "Goal Setting"
   Exercise 2 - "Using the Self-Directed Search"
   Exercise 4 - "Choosing a First Cluster"
2. Second and Subsequent Clusters
   Exercise 2 - "Using the Self-Directed Search"
   Exercise 3 - "Using the Career Exploration Catalog"
   Exercise 4A - "Choosing a Cluster"

PROCEDURE

Choose the appropriate work sheet for your group. Students should be able to fill them out independently. The group leader should be available for questions and to provide individual assistance. For second and subsequent selections, have the students review Exercise 2, "Using the Self-Directed Search." They may want to change their list of occupations and related clusters.

In this final exercise, students are asked to compare their lists from the second and third exercises. Based on these lists, students make decisions about the clusters they want to explore and state their reasons. If the same clusters appear on the lists from the second and third exercises, cluster selection will be easy. If the two lists are dissimilar, students may need counseling to help them make their choices.

Students should not be required to fill in all the spaces in the lists in each exercise. Similarly, if students wish to list additional choices, they should be allowed to do so.

Name ______________________________ Date ______________

CHOOSING A FIRST CLUSTER

You have now examined clusters on the basis of (1) your current career and job goals, and (2) the Self-Directed Search.

List the clusters you want to explore based on your current career and job goals (use your responses to the "Goal Setting" exercise).

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____

Now, list the clusters that interested you most as revealed by the Self-Directed Search.

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____

____

Do any of the clusters appear on both lists? If they do, list them and go on to the next step. (If none of the clusters appear on both lists, see your guidance instructor.)

____

____

____

From this list, choose the cluster that you want to explore next and give your reasons for choosing it.

Cluster ______________________________

Reasons for choosing the cluster:

____

____

____

____

____

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____

____

Name ____ **Date** ____________________

CHOOSING A CLUSTER

You have now examined clusters on the basis of (1) your likes and dislikes, and (2) the Self-Directed Search.

List the clusters you want to explore based on your likes and dislikes (use your responses to the "Using the Career Exploration Catalog" exercise). Remember, you might want to choose a cluster that does not appeal to you.

____

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____

Now, list the clusters that interested you most as revealed by the Self-Directed Search.

____

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____

____

Do any of the clusters appear on both lists? If they do, list them and go on to the next step. (If none of the clusters appear on both lists, see your guidance instructor.)

____

____

____

CHOOSING A CLUSTER, continued

From this list, choose the cluster that you want to explore next and give your reasons for choosing it.

Cluster ____

Reasons for choosing the cluster:

____

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____

____

CAREER SPECIALIZATION SELECTION

To the Group Leader:

OBJECTIVE

To have students select a Career Specialization based on their individual career aspirations and experiences in Career Exploration.

MATERIALS

Exercises 2, 3, and 4A from CAREER EXPLORATION SELECTION

Results of Self-Directed Search

Completed Job Analyses

PROCEDURE

Explorations provide students with means of acquiring general knowledge and skills to improve personal interaction with the economic sector through a series of planned "hands-on" activities at community resource sites. Experiences in explorations may arouse student interest in a particular career. A specialization will provide in-depth experience in an occupation in which the student expresses an interest.

Career Specialization gives the student the opportunity to learn in depth about a particular job. The student spends a number of hours each week at a community resource site learning about a job of particular interest, observing people working, and "trying-on" the job either through simulated or direct work experiences. The skills that the student attains depend upon the complexity of the job, but training is not the primary goal of specialization. Rather, at the conclusion of a specialization, a student should have acquired: (1) a "feel" for the job; (2) some knowledge of the job requirements; (3) some knowledge of the future prospects of the job area; and (4) knowledge of the relationship of this job to other jobs. One of the primary guidance outcomes of the activity will be a decision by the student to pursue the career, to explore and pursue a related career, or to seek other types of experiences.

Once the student and guidance personnel have identified the student's readiness for Career Specialization, its selection process is the same as that for Career Exploration. There will likely be a need for more individual guidance, and the student should be provided with a list of specialization options if possible. Tell the student to disregard references to clusters and to the Career Exploration Catalog.

See the RBS Experience-Based Career Education Career Development material for further information.

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INTERPERSONAL SKILLS

This unit has two levels of use: one to show the students what behavior is expected of them at the various resource sites, and one to illustrate the positive and negative impact that certain behaviors can have on a job.

The topics here can be covered as a separate unit or used with other units where it seems appropriate.

INTERPERSONAL SKILLS

To the Group Leader:

OBJECTIVE

To pinpoint and discuss behaviors which:

- will help maximize student participation at the resource site;
- will help students understand the impact of appropriate behaviors on a job.

MATERIALS

None

PROCEDURE

The topics in this unit are best dealt with by discussion and/or demonstration. The group leader should pinpoint the areas to be covered, but allow the group to generate as many behaviors as possible.

Some suggested topics with possible group exercises are:

1. Introductions
    a. The handshake - who should use it
    b. Read from a recently published etiquette book (such as Amy Vanderbilt) about proper forms of introductions
    c. Read from an old etiquette book to see how times have changed
    d. The importance of introducing oneself to a resource site person
2. The importance of question asking and answering
    a. To increase learning
    b. To indicate interest
3. General behavior at a resource site
    a. Who cares - the hosts
    b. What matters - dress, promptness, paying attention, participating in discussions, saying "thank you" and "please"

4. Listening

   a. Illustrate what a difference it makes to have a listener manifest a listening posture. Divide the group into pairs. Have one partner talk about a recently-seen movie or a current personal activity. The second partner should actively ignore the first: staring into space, drumming fingers, talking to someone else, etc. Reverse the situation, then do it again with the listening partner paying full attention: leaning slightly forward, maintaining eye contact, nodding to indicate interest, etc.

SUPPLEMENTARY ACTIVITIES

More mature students might do a study of the literature on body language and demonstrate some findings to the group.

CAREER EXPLORATION PREVIEW

This unit is designed to be used before each cluster cycle begins. It consists of two exercises which will help students gain as much information as possible from their Exploration/Specialization experiences. The first exercise gives the student the general 5W data about each site to be visited. The second exercise introduces the Job Analysis. The first exercise will be repeated before each cluster begins.

The Job Analysis runs continuously throughout the entire year. Students are asked to build upon their experiences and observations at several points in the Career Clarification Curriculum. It needs introduction only once, but students should be reminded to maintain their growing collection through each succeeding cluster.

CAREER EXPLORATION PREVIEW

Exercise 1. Resource Site Information

To the Group Leader:

OBJECTIVES

1. To give students specific information they will need to get to their resource sites.
2. To help students formulate questions to ask the first day at each resource site.
3. To make sure that students understand the appropriate behaviors for the resource sites.

MATERIALS

A 5W chart containing resource-site information

The student journal

Career Exploration Catalog

PROCEDURE

Prepare a 5W chart (sample on page 59) which details the information each student will need to get to each resource site in the upcoming cluster. (This data can be gathered in advance and then prepared by students who have already been in the cluster or who will interview the resource-site person on your staff in charge of that cluster.)

Ask the students to generate a few questions for the first day at each site based on the information in the Career Exploration Catalog and the 5W chart you have passed out. Use the Job Analysis framework (see Exercise 2) as a guideline.

Depending on individual group, a discussion of interpersonal skills and appropriate behavior at resource sites may be necessary.

SUPPLEMENTARY ACTIVITIES

1. Students may prepare the 5W charts.
2. Students going to Specialization rather than Exploration sites might do some additional research in the Occupational Outlook Handbook or other information source.
3. If travel arrangements are complicated, a short map-reading lesson might be appropriate.
4. If public transit is being used, include the phone number of the system's information service and discuss alternatives.

5W INFORMATION CHART FOR RESOURCE SITES

WHO	Name of organization Name of resource site coordinator Name of Career Development staff person
WHAT	List of major activities List of major jobs to be seen
WHERE	Address of site Directions for getting to site
WHEN	Hours for attendance Dates to be visited
WHY	Major objectives of site program

Exercise 2. Job Analysis

To the Group Leader:

OBJECTIVE

To have the student conduct a Job Analysis of at least one job from each resource site.

MATERIALS

Job Analysis Chart

PROCEDURE

Each student should have at least six copies of the Job Analysis Chart per cluster cycle.

At the end of each resource site, ask the students to complete a Job Analysis of at least one, preferably more, job about which they had positive or strong negative reactions. Remind the students that they will be building a personal job profile of their likes and dislikes from the pieces of their Job Analyses. It is important that they base their likes or dislikes on whether or not they could see themselves happy in a particular job--not strictly on the personality of the person observed.

The Job Analyses should be completed as much as possible outside of group guidance with the group leader checking the student journals periodically to see that they are up-to-date. This information will be reviewed at tne end of each cluster and referred to frequently as a basis for further development.

A sample Job Analysis with comments follows.

JOB ANALYSIS

In journalism classes, students are often taught to ask five specific questions in order to get the facts to construct a complete news story. These questions--who, what, when, where, and why--are referred to as the five W's. You can use this strategy to collect information about the jobs that you explore in the Career Exploration program. The five W's can be used to obtain information about:

WHO - the level of education and/or the special abilities and aptitudes required to do the job properly

WHAT - the types of tasks that people in that job perform

WHEN - the hours that people in that job spend at work

WHERE - the type of place in which the job is performed

WHY - the salary, benefits, and possibilities for promotion that the job provides.

For each job you explore you will be asked to fill out a Job Analysis chart. Sometimes the source of information will be people; other times, it will be written or audio-visual materials. There may be some jobs that you will have to look up someplace on your own (for example, in the Occupational Outlook Handbook) in order to complete the information.

The important thing to remember is that you will be developing a picture of your own likes and dislikes, thus identifying the types of job situations where you could be happy. When you describe why you like or dislike the job, be as specific as possible. Avoid such descriptions as "It was boring" or "It was very exciting."

The most likely source of information will be the resource site coordinator, so you should be prepared to ask questions. If the coordinator cannot answer your question, you may be directed to another person at the site or to reference materials where the answer can be found.

The following pages contain a sample completed Job Analysis chart.

JOB ANALYSIS

NAME Mary Student DATE September 22, 1976

CLUSTER Finance JOB TITLE Teller

RESOURCE SITE City Bank and Trust Company

*** *** ***

WHO

	SKILL		REASON USED	% TIME USED
	TYPE	LEVEL		
Academic Subjects Used	Arithmetic	Addition, Subtraction, Multiplication, Division	To check deposits and withdrawals. To make correct change.	80%
Skills Learned on the Job	How to run an adding machine; how to use other bank machinery.			

Minimum level of education required is High School diploma

Special training not learned on the job is None

Special personality traits required are Ability to get along with the public; patience; ability to stand most of the day.

JOB ANALYSIS

(Page 2)

WHAT

The major function(s) of this job is (are):

To accept and record deposits and withdrawals.

To keep a tally of all transactions.

Individual or team effort: Individual

Type of work received: Checks; cash; deposit and withdrawal slips.

Type of work forwarded: Cash, checks and receipts to customer. Transaction summary to supervisor.

Type of equipment used: Adding machine; telephone.

Time allowed to complete each piece of work: Not specified, but must work quickly.

JOB ANALYSIS

(Page 3)

WHERE

If Indoors, is it (circle one in each group):

factory, office, laboratory, sales floor, [✓ other] Bank Branch

[✓ noisy] or quiet

fancy or [✓ plain]

casual or [✓ formal]

[✓ large room] or small room

[✓ busy] or sedate

other (odors, etc.):

Sometimes crowded with people.

If Outdoors, is it (circle one in each group):

construction site, forest, farm, other ____________

urban or rural

busy or sedate

noisy or quiet

casual or formal

other (odors, other people, etc.):

____

WHEN

Work hours are 8AM to 4PM Monday - Thursday; 10AM to 6PM Friday

Work is seasonal or year-round: Year-round

Work is the same or varied year-round: Same year-round

JOB ANALYSIS

(Page 4)

WHY

The salary range is $6,000 to $7,500 per year

Union or non-union: Non-union

Fringe benefits are 2 weeks paid vacation; Blue Cross and Blue Shield

Is promotion based on merit or seniority: Merit

What are promotion possibilities to a higher level of the same job or to a new job:

Head Teller; Loan Officer

*** *** ***

I like this job because:

I like working with the public as a major function of my job. I also like working with numbers and arithmetic.

This job has good career potential because the bank has a strong policy of promotion from within.

I do not like this job because:

I would like to know more about this job (circle one): [✓ YES] NO

Where else might this job be found:

Other banks, and savings and loan associations.

JOB ANALYSIS

NAME ______________________ DATE ______________________

CLUSTER ____________________ JOB TITLE __________________

RESOURCE SITE ____

*** *** ***

WHO

	SKILL		REASON USED	% TIME USED
	TYPE	LEVEL		
Academic Subjects Used				
Skills Learned on the Job				

Minimum level of education required is ____________________

Special training not learned on the job is ____________________

____

Special personality traits required are ____________________

____

JOB ANALYSIS

(Page 2)

WHAT

The major function(s) of this job is (are):

____

____

____

____

Individual or team effort: ____________________

Type of work received: ____________________

____

____

Type of work forwarded: ____________________

____

____

Type of equipment used: ____________________

____

____

Time allowed to complete each piece of work: ____________

____

JOB ANALYSIS

(Page 3)

WHERE

If Indoors, is it (circle one in each group):

factory, office, laboratory, sales floor, other ________________

noisy or quiet	large room or small room
fancy or plain	busy or sedate
casual or formal	other (odors, etc.):
	____________________________________

If Outdoors, is it (circle one in each group):

construction site, forest, farm, other ________________________

urban or rural	noisy or quiet
busy or sedate	casual or formal

other (odors, other people, etc.):

____

WHEN

Work hours are ____

Work is seasonal or year-round: ____________________________

Work is the same or varied year-round: ______________________

JOB ANALYSIS

(Page 4)

WHY

The salary range is ______________________________

Union or non-union: ______________________________

Fringe benefits are ______________________________

____

Is promotion based on merit or seniority: ______________

What are promotion possibilities to a higher level of the same job or to a new job:

____

*** *** ***

I like this job because:

I do not like this job because:

I would like to know more about this job (circle one): YES NO

Where else might this job be found:

____

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CAREER EXPLORATION/SPECIALIZATION REVIEW

At the end of each resource-site experience, students will complete one or more Job Analyses and an evaluation of their experience on the site (see the CAREER EXPLORATION PREVIEW unit). This section is designed as a review of the individual sites and the cluster as a whole as well as a summarization of the Job Analyses completed over the course of the cluster.

There is just one exercise for this section and it should be repeated at the end of each cluster. Students should examine the cluster just ended in light of previous clusters so that they can sense their own growth and change.

CAREER EXPLORATION/SPECIALIZATION REVIEW

Exercise 1. Analyzing Your Job Analyses

To the Group Leader:

OBJECTIVES

1. To have students summarize likes and dislikes from their Job Analyses.
2. To review the Job Analyses from previous resource sites to help students understand how they are changing and developing in the program.

MATERIALS

Completed Job Analyses
Job Interest Profile
Blank Job Analysis Chart

PROCEDURE

At the end of each cluster cycle, a group guidance session should deal with summarizing the data gathered in the Job Analyses. This can be done in class or at home depending on the allotted time and ability of the group.

The exercise has three major steps:

1. The students summarize the 5W categories of the jobs they liked and didn't like.
2. The students pull from each category on the Job Analysis Chart the thing that they like best to make an "ideal job."
3. The students review past Job Analyses and summaries to see how they have changed.

Using the completed Job Analyses and the Job Interest Profile, have the students summarize the 5W of all the jobs they analyzed in the cluster just ended.

Ask the students to look at each category on the Job Analysis Chart and pull out the one aspect that they liked best. Point out that most people don't like or dislike every aspect of every job. A person having no interest in numbers may not want to be a bookkeeper, but may very much like working in an air-conditioned office. Similarly, another person may enjoy mechanical work but would not be happy on an assembly line because of the repetition of the work.

When all the writing is done, ask the students to read back over their work and discuss how their feelings about certain jobs or situations may have changed. Have them go back to the beginning of their time in the program each time so that they can get a feel for their own maturation and growth. Are the things they thought important last September important to them now?

SUPPLEMENTARY ACTIVITIES

1. Ask the students to look at each category and write a paragraph describing an imaginary job which puts together all their best-liked parts. Encourage students to honestly use what they liked best regardless of how they think things would fit together in reality. Some or all can be read to the group with a request for suggestions of real jobs that might closely fit these "ideal" ones.
2. Ask the students to add to their new ideal job the goals they would need to set for themselves for the short run in order to prepare for the job (better grades, more patience, enrolling in special courses, Academic Resource Center projects, Specialization, etc.).

Name ______________________________ Date ______________

JOB INTEREST PROFILE

Look back over the Job Analyses that you have completed during this past cluster. This is the place where you will combine your likes and dislikes, compare them to other cluster and Specialization experiences you will have this year, and see if you can identify a pattern of development.

WHO

Write a few sentences summarizing the education, training, skills, academic subjects, and personality traits required for the jobs you liked.

Write a few sentences summarizing the WHO of the jobs you disliked.

WHAT

Write a few sentences summarizing the major content of the jobs you liked: the major functions of the jobs, the type of work received and forwarded, the type of equipment used, whether it was an individual or team effort, whether there was a lot of pressure to work fast, etc.

Write a few sentences summarizing the WHAT of the jobs you disliked.

JOB INTEREST PROFILE, continued

WHERE

Write a few sentences summarizing the locations and settings of the jobs you liked.

Write a few sentences summarizing the WHERE of the jobs you disliked.

WHEN

Write a few sentences summarizing the hours and seasonality of the jobs you liked.

Write a few sentences summarizing the WHEN of the jobs you disliked.

WHY

Write a few sentences summarizing the salary, benefits, and other WHY aspects of the jobs you liked.

Write a few sentences summarizing the WHY of the jobs you disliked.

THE WORLD OF WORK

The RBS *Career Education Program* is a busy one. The Career Exploration and Specialization days are filled with activities and experiences; the Career Guidance groups often run short of time to finish all the exercises. There is a need, occasionally, to take a step backward to look at the total picture and the individual's place in it. Rather than the usual exercise format, this unit is devoted to questions which will hopefully trigger discussions and research projects. They are topics which can be brought into play in almost any section of the *Career Clarification Program* but are lumped together so that the individual group leader can use them as a resource. An alternate use might be the devotion of several guidance group periods to any or all of these topics. This latter suggestion might be particularly productive for more mature students and those who have been in the program for a year.

The discussion topics and questions have been ordered into four basic categories: Social Considerations; Life Styles and Personal Considerations; Your Job and the World of Work; and Earnings and Education.

These are only suggestions--the group leaders should add their own.

Social Considerations

1. How does any one individual job fit into the total social and economic picture?

2. What is the origin of the term "Puritan work ethic" and what does it mean to you?

3. What do the words capitalism and socialism mean in the world of work?

4. Do you believe that everyone should have a guaranteed minimum income?

5. For what reasons are people promoted and given raises in pay? (Merit, seniority, cost of living)

6. Do you believe that people should be paid solely on the basis of their skills and contributions to an organization?

7. What is inflation?

8. If workers demand large raises every year to keep up with inflation, will those raises have any effect on the next year's inflation rate?

9. Would you be willing to take little or no pay increase for a couple of years to help stop the inflation spiral?

Life Styles and Personal Considerations

1. What do you do if you've decided after twenty years that your career no longer satisfies you?
2. Why do we work?
3. What does it mean to be happy or unhappy with a job?
4. What is a vocation? What is an avocation?
5. How important a part of our lives is our work?
6. If you are going to stop regular employment in order to raise a family, how can you keep yourself prepared to re-enter the job market when you want or need to?
7. What career contributions do volunteer experiences make?

Your Job and the World of Work

When students go to their various resource sites, they should be aware of the differences and similarities of the people and places they see. As they begin to make their own career choices, they will become aware of the many factors affecting these decisions. People with the same job title may do different things in different settings. Responsibilities and duties vary widely. It is also possible for a person to meet the same career goals with several different jobs.

People spend a major portion of their adult lives on the job and it affects their friends, where they live, their time for--and type of--recreation. It is not impossible or unusual for people to change their career choice in midstream, but it is helpful if their basic likes and dislikes in the working world have been thought out beforehand.

Many things affect individuals' happiness and/or success with their career.

1. How does your current job preference fit in with its employing organization as a whole?
2. How does your current job preference fit into your career plans: what do you need to get the job, where will the job lead in the future?
3. What does success mean to you? Money? Power or influence? Security?

Earnings and Education

The "American dream" has come to equate advanced education with advanced earnings. This is true in many cases, but not always. For example, very few college professors with a Ph.D. earn the $14.50/hour that a union stonemason gets.

1. What factors should affect your decision of how much education you get?

2. Do you think it possible to work and go to school part-time?

3. If you decide to go to college, what do you think will be the most important thing you will learn?

4. Do you believe that it is still possible to go from "rags to riches" in the United States today? Can you give an example of someone who has done this recently?

5. What does it take to become a millionaire in the United States today? A wealthy family? Education? Luck? Hard work? Creativity and imagination?

6. What is the wealthiest nation in the world based on per-capita yearly income? (1. United Arab Emirates; 2. Kuwait; the U.S. is 6th)

SELF-ASSESSMENT

The content of this unit of the program deals with student self-perceptions. Underlying all personal decisions related to education, work, and life-styles is the need for self-understanding. The exercises in this unit lead students to examine their attitudes, interests, and abilities as determining factors in career decisions.

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SELF-ASSESSMENT

Exercise 1. Identify your Strengths (and Weaknesses)

To the Group Leader:

OBJECTIVES

1. To help the students focus upon their personal strengths and weaknesses.
2. To develop student awareness that one's self-perceptions are conditioned by others.

MATERIALS

Worksheet - "Strengths and Weaknesses"

PROCEDURE

This exercise is to be completed by each student individually. Make sure that you run off enough copies for your students. The first part of the exercise should be completed by the student in the group guidance session. The second part should be completed outside of class. Remind students to place the completed exercise in their journals.

SUPPLEMENTARY ACTIVITIES

Have students pantomime one of their strong points and see if other students can guess what it is.

Name ______________________________ Date ______________

STRENGTHS AND WEAKNESSES

Directions

How we perceive ourselves depends a lot on how we think others perceive us. Suppose you were describing your strong points to a teacher or your best friend, what would you say?

In the space below, describe your strengths to:

A teacher ______________________________

____

____

____

Your best friend ______________________________

____

____

____

How can you capitalize on those strong points? What would you say to the same people if you were describing your weak points?

A teacher ______________________________

____

____

____

Your best friend ______________________________

____

____

____

SELF-ASSESSMENT

Exercise 2. Attitudes and Interests

To the Group Leader:

OBJECTIVES

1. To acquaint the students with the range of attitudes and interests related to career planning which each possesses.
2. To help the students correlate their attitudes and interests to career planning.

MATERIALS

Worksheet - "Attitudes and Interests"

PROCEDURE

Have students, working individually, complete the worksheet. Then, in the group setting, discuss the relationship of attitudes and interests to work choice and life-style. Some discussion questions which you might use are:

- Should choice of job depend on one's interests?
- How would one's attitudes toward school or work influence career choice?
- If one's life-style is unstructured (i.e., not geared to time or schedule), what types of jobs might be suggested? Is more information necessary? What kind(s)?

SUPPLEMENTARY ACTIVITIES

Have students choose two of the jobs listed below and then write a short paragraph for each, describing the attitudes and interests they feel a person who is applying for the job ideally should have.

- Assembly line worker
- Life guard
- Gardener
- Scientist
- Cook
- File clerk
- Teacher

Name ______________________________ Date ________________

ATTITUDES AND INTERESTS

Directions:

How would you complete the following sentences? Write your responses in the space provided.

1. When I have time to do just as I please, I like to ________________

2. Things I like to do with my brothers and sisters are ________________

3. A boy or girl becomes a leader in school because ________________

4. The equipment or tools that I have used that I like best are ________

5. I do/don't like to read ________________

6. I do/don't like pets because ________________

ATTITUDES AND INTERESTS, continued

7. Most people sometimes feel afraid. Some of the things that make me afraid are ____________________

____

____

8. School rules I find hardest to obey are ____________________

____

____

9. If I were going to be in a show/play, the kind of person I would like to be is ____________________

because ____________________

____

10. I do/don't like to participate in sports because ____________________

____

____

SELF-ASSESSMENT

Exercise 3. Assessing Your Academic Performance

To the Group Leader:

OBJECTIVES

1. To aid students in reviewing their academic performance.
2. To have students assess their academic standings in terms of energy devoted to each subject.
3. To have students get feedback from teachers in terms of the teachers' perceptions of the students' efforts.
4. To have students prepare a work plan to accomplish an improvement in scholastic work.
5. To have students define behaviors, positive and negative, that affect academic achievement.

MATERIALS

Worksheet - "Assessing Your Academic Performance"

PROCEDURE

Students are to complete the exercise individually. (Make sure that you run off enough copies of the worksheet before the session begins.) They should be told that the exercise will help them assess their academic performance. They will need to consult with their subject-area teachers in order to complete the worksheet. Faculty members should be informed of their part in this guidance exercise, and their cooperation should be solicited. Individual counseling sessions can be correlated with the implementation of this exercise. Group discussion relative to student behaviors supportive of high academic performance is suggested when students have completed the worksheet. Examples of possible discussion questions:

- Can you tell me what kinds of things some students do that make it easy for the class to work together?
- What are the kinds of things some students do that make it hard for the class to work together?

SELF-ASSESSMENT/Exercise 3, continued

- What are some of the things that might influence a student's academic performance (e.g., difficulty of materials, student motivation, etc.)?

SUPPLEMENTARY ACTIVITIES

For those students interested in doing an independent study project in a subject area of their choice, you might suggest that they ask a particular subject-area teacher to suggest an area of study which would not only involve them in research but also in producing some type of product illustrative of the subject studies. The student could set up a contract with teacher for this purpose.

Name ______________________________ Date ________________

ASSESSING YOUR ACADEMIC PERFORMANCE

Directions:

An honest evaluation of your academic performance is imperative in planning for the future. Not only what you have accomplished in the past, but what you can do in the future is all part of an ACTION PLAN.

Answer the following questions to begin your ACTION PLAN now.

1. For each of the subject areas listed below, write your average grade over the past two years.

ENGLISH ______

SOCIAL STUDIES ______

SCIENCE ______

MATHEMATICS ______

SUBJECT OF
YOUR CHOICE:

____________ ______
(Subject) (Grade)

2. For each of the listed subjects, indicate how much effort went toward earning your grade. Use these codes: H (High), M (Medium), L (Low).

ENGLISH ______

SOCIAL STUDIES ______

SCIENCE ______

MATHEMATICS ______

SUBJECT OF YOUR CHOICE
(from Question 1):

____________ ______
(Subject) (Code)

3. Consult with your subject area teachers for their assessments of your effort in class. Record these comments below.

ENGLISH ______________________________

SOCIAL STUDIES ______________________________

SCIENCE ______________________________

MATHEMATICS ______________________________

SUBJECT OF YOUR CHOICE (from Question 1) ______________

____

4. Select a subject in which you want to improve. Using your teacher as a resource, work out a plan to reach an academic goal which you will set.

Present

Subject ______________ Teacher ______________

Present Grade ____ Hours/week spent in preparation ________

Breakdown of the total preparation time:

Homework (written) ________ Homework (study) ________

Review for tests ________ Projects ________

Absences ________ Tardiness ________

Present attitude toward subject:

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ASSESSING YOUR ACADEMIC PERFORMANCE, continued

Future

Desired Grade ____________ Estimated hours/week preparation time needed to reach goal ____________

Breakdown of preparation time:

Homework (written) ____________ Homework (study) ____________

Review for tests ____________ Projects ____________

Absences ____________ Tardiness ____________

Future attitude toward subject:

Behaviors That Will:

Hinder Me (from reaching goal)	Help Me (to reach goal)

SELF-ASSESSMENT

Exercise 4. Standardized Tests

To the Group Leader:

OBJECTIVES

1. To introduce to the student the concept of standardized tests, including reliability and validity.
2. To promote student understanding of test scores.
3. To encourage students to use their relative strengths and weaknesses as indicated by standardized tests as inputs for career planning.
4. To promote the development of student self-confidence in test-taking ability through an understanding of the use of tests in school, industry, and the military.
5. To underscore the tentative nature of results and interpretations of standardized tests.

MATERIALS

Standardized Test Profile Sheets - students will need one for each test examined

PROCEDURE

We recommend that one of the school guidance counselors lead this exercise. The presentation by the counselor should try to answer these questions:

- What are standardized tests?
- How good are they?
- Who uses them?
- What information can we get from them?

It should be emphasized that standardized tests are used to measure many different aptitudes and abilities. The different types of standardized tests used in the school should also be presented to the students.

After the presentation, the guidance counselor should have the students discuss what they think a standardized test can tell them about themselves and how believable are the results.

After the discussion, each student--in conference with the counselor--should complete a Standardized Test Profile Sheet for each standardized test taken in school.

SUPPLEMENTARY ACTIVITIES

1. Have students survey the personnel managers of participating community resource sites and state and local government agencies to determine the use of standardized test scores as hiring and/or promotion criteria.
2. Students may be given a short lesson in the nomenclature of test score reporting: "normal curve," "bell curve," "mean," "average," "percentile," etc.

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STANDARDIZED TEST PROFILE SHEET

Test Name ______________________ Student's Name ______________________

Subtest Name ______________________ Age ____ Grade ____ Date Taken __________

Counselor's Comments: ______________ Student's Comments: ______________

______________________ ______________________

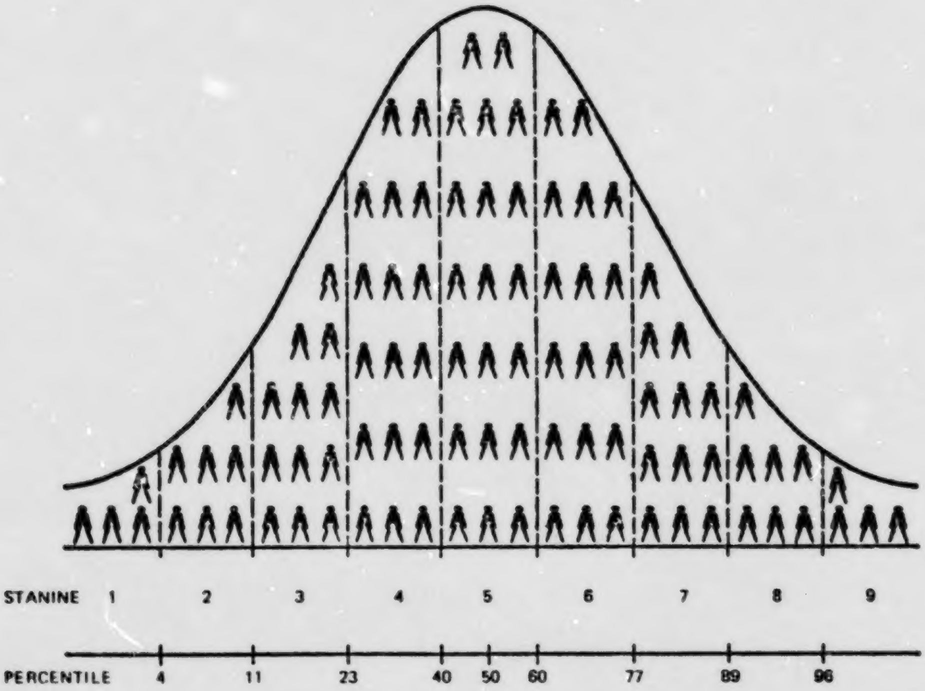
______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________



Color or shade in the area under the NORMAL CURVE that corresponds to the score you received in this test or one of its subtests.

SELF-ASSESSMENT

Exercise 5. Vocational Aptitudes

To the Group Leader:

OBJECTIVES

1. To focus the students' attention upon their vocational aptitudes.
2. To review with the students the results of standardized tests measuring vocational aptitudes.
3. To help students correlate their vocational aptitudes with vocational areas and specific jobs.
4. To introduce students to career library materials.

MATERIALS

Worksheet - "Vocational Aptitudes"

PROCEDURE

Have students complete the "Vocational Aptitudes" worksheet. Make sure that the career library materials are available for students to use to answer the final question on the worksheet. Upon completing the worksheet, a group discussion of aptitudes and the specific standardized tests used in your school to measure aptitudes may be led by one of the guidance counselors. Emphasis should be upon defining each of the aptitude areas. All students should be encouraged to consult with their guidance counselors to review the results of their standardized aptitude tests. These interviews should investigate the correlation between what the students think are their strong points and what the standardized tests actually indicate.

SUPPLEMENTARY ACTIVITIES

Have students write brief arguments for and against vocational aptitude tests being used as indicators of vocational choice.

Name ______________________________ Date ________________

VOCATIONAL APTITUDES

Directions:

A type of standardized test used in most high schools measures general vocational aptitude. The following list indicates the abilities these tests measure and briefly defines them. Put a "1" in front of the aptitude which you think is your highest, a "2" in front of the aptitude which you think is your second highest, and continue to rank all the aptitudes.

_____ Verbal ability (ability to use words and ideas expressed in words)

_____ Numerical ability (ability to use numbers and ideas expressed in quantities)

_____ Visual perception (ability to see details in two or three dimensions)

_____ Physical coordination or dexterity (ability to make precise movements)

_____ Social ability (ability to relate well with others)

_____ Creativity (ability to develop or produce something new)

_____ Physical stamina or strength (ability to engage in physical exertion)

_____ Empathy (ability to accompany other people in their thinking and feeling)

_____ Organizational ability (ability to bring together different elements to accomplish a goal)

What evidence can you give from school and outside activities to support your #1 aptitude?

VOCATIONAL APTITUDES, continued

Below, list the aptitudes that you numbered 1, 2, and 3 on the previous page. Identify three occupations which use each of these aptitudes and at which you think you might enjoy working.

Aptitude	Occupation
1. ____________________	______________________________
	______________________________
	______________________________
2. ____________________	______________________________
	______________________________
	______________________________
3. ____________________	______________________________
	______________________________
	______________________________

What resources are available to learn more about these occupations and where can you find them?

SELF-ASSESSMENT

Exercise 6. Self-Perception

To the Group Leader:

OBJECTIVES

1. To have the students assess themselves in relationship to two poems.
2. To discuss with the students how their self-perceptions affect their career options.

MATERIALS

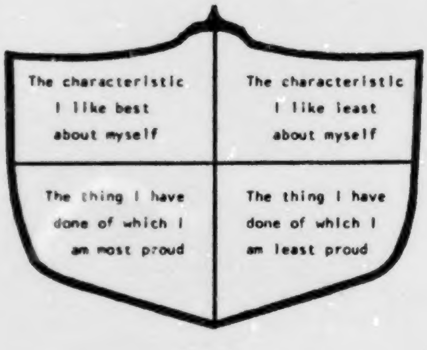
"Reflections" - two poems

PROCEDURE

Read aloud to students the two poems, one by Crapsey and the other by Housman. Then lead group discussion on how the way you see yourself affects what you do. You might ask the student why this happens. Then ask students to write a short paragraph identifying the poem which most closely describes them and why they think they're like the person in the poem.

SUPPLEMENTARY ACTIVITIES

1. Have students make collages which illustrate how they view themselves.
2. Have students draw coats-of-arms for themselves with drawings to describe each part:


The characteristic I like best about myself
The characteristic I like least about myself
The thing I have done of which I am most proud
The thing I have done of which I am least proud

REFLECTIONS

Sun and moon and beat of sea--
Great lands stretching endlessly.
Where be bonds to bind the free?
All the world was made for me!

Adelaide Crapsey

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.

Alfred Edward Housman

TWO VIEWS OF THE WORLD . . .

BROAD PLANNING

The content of this unit of the program focuses upon planning for the future. It serves two principal purposes. First, an objective analysis of the future is a valuable input in the planning process. This can be illustrated by examining how industry, the government, and the military use future projections for most of their planning. Second, the group is given an opportunity to focus upon planning as a long-range process involving the selection of alternatives.

BROAD PLANNING

Exercise 1. Let's Look Ahead

To the Group Leader:

OBJECTIVES

1. To provide students with insights into the society of the future.
2. To introduce to students the concept of future planning.

MATERIALS

Worksheet - "Let's Look Ahead . . . "

Graphs - "Future Estimates"

PROCEDURE

Begin this exercise with a discussion of what students think the society of the future will be like. You can limit future to the 1980's or the year 2000. Let students brainstorm future in areas of education, economics, health care, leisure activities, travel, etc. Their ideas should be recorded on the blackboard. (You might want to look over Future Shock or some other book predicting the future before beginning this exercise.) Then present the graphs on earnings and employment growth provided with this exercise. You will need to interject projections relative to your local area. This material might include economic projections used for planning by community program participants, current state employment figures, and projections of future manpower needs. Next, have students complete the worksheet "Let's Look Ahead . . . ."

SUPPLEMENTARY ACTIVITIES

1. Have students interview several of the old people in the community (they should be at least 75 years old), to see if they can tell them what society was like in the early 1900's.

2. Have students survey local planning methods in their municipal government, school district building plan, and county road construction.

Name ______________________________ Date ______________

LET'S LOOK AHEAD . . .

The United States in the Year 2000

Population	318 million
Employed labor force	122 million
Leisure-oriented society	Work-year 1,100 hours

Work day	7.5 hours
Working days per week	4
Working weeks per year	39
Legal holidays	10
Weekend days	3
Weeks per year vacation	13

Thus, in a leisure-oriented society one can spend:

40% of the week on a vocation

40% of the week on an avocation

20% (or more than one day a week) on neither--that is, just relaxing.

Directions:

Answer the following questions with your ideas of what the future will be like.

1. The year 2000 is still far in the future. But, if any of these forecasts are valid, many significant changes will occur between now and then. Can you think of any changes that may happen in the next five years that might affect your career plans?

LET'S LOOK AHEAD . . . , continued

2. You have participated in several activities at community resource sites involved in the Career Education Program. Do you think that significant changes will occur in these employer areas in the next five years? . . . or, maybe ten years?

3. Do government publications tell you anything about potential changes in your interest area?

4. Getting back to leisure: How old will you be in the year 2000? ______ Knowing your own characteristics, does all that free time sound good to you? How do you think you would spend it?

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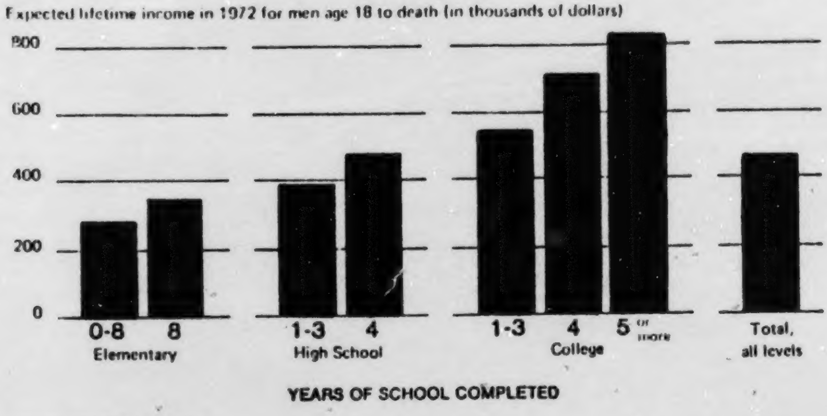
FUTURE ESTIMATES

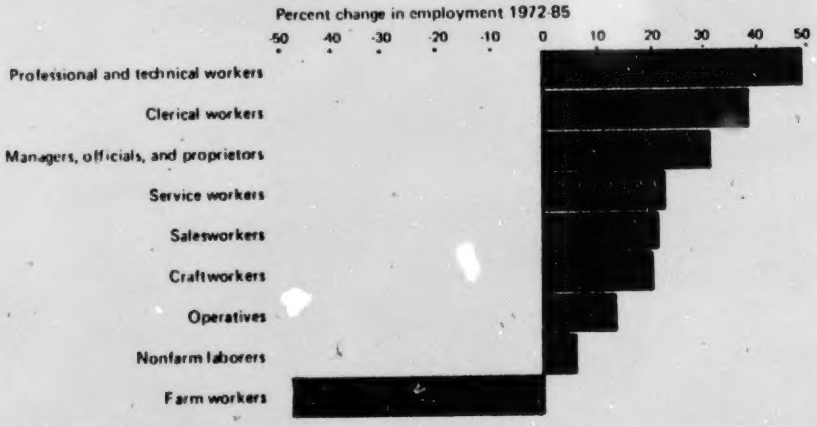
You have been asked to fantasize about what the world will look like in the near future. Experts in several fields have done the same thing. Here are some of their educated guesses.

Estimated Lifetime Earnings Tend to Rise With Years of School Completed



Source: Bureau of the Census

Through the Mid-1980's Employment Growth Will Vary Widely Among Occupations



Source: Bureau of Labor Statistics

Exercise 2. How Far Will You Go?

To the Group Leader:

OBJECTIVES

1. To permit students to fantasize how far they plan to go in their education and career choices within a ten-year time span.
2. To help students correlate fantasy with reality in terms of possible real-life events.

MATERIALS

Worksheet - "Time Line"

PROCEDURE

Explain to students that this exercise will involve them in projecting their career goal(s) over a ten-year period. They will have to think about how much education they will need to reach their goal(s) and what types of occupations related to their career goal(s) they might be involved in over a ten-year period. Remind them that their education might not be regular, full-time school, but part-time, special on-the-job or technical training. Have them complete the "Time Line" worksheet. To make this exercise more understandable, it might be a good idea for you to complete a Time Line of how you arrived at your present occupation. If this isn't feasible, you might present the example on the following page on the blackboard for your students to use as a guide.

Have the students answer the two questions on the worksheet after completing their Time Line.

SUPPLEMENTARY ACTIVITIES

Have students research entrance requirements for their occupational fantasies.

Time Line Example:

YOUR CAREER GOAL - SCHOOL LIBRARIAN

Education

1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
High School	Finish H.S., begin college				B.A. degree	Grad School		M.S. in Library Science		

Occupations related to goal

1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Help in H.S. library		Part-time job in college library		Summer job in community library	File clerk in office	Asst. Librarian in High School		Librarian in community library		Librarian in elementary school

Name ______________________________ Date ______________

TIME LINE

Directions:

Let's fantasize a bit. Identify a career goal and then fantasize how far you'll have to go in education to reach that goal within the next ten years. Then fantasize what types of occupations you might be involved in over this period of time which will help you reach this goal.

My Career Goal: ______________________

Education

1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987

Occupations related to goal

1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987

TIME LINE, continued

1. What things can you do to make these predictions the kinds of events you want them to be?

2. What things might prevent you from making these predictions come true?

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Exercise 3. Goal Setting

To the Group Leader:

OBJECTIVE

To assist students in establishing tentative career goals as a result of the Career Clarification Program.

MATERIALS

Poem - "Advice to Travelers"
Worksheet - "Goal Setting"

PROCEDURE

To introduce this exercise on goal setting, read aloud to the group the poem "Advice to Travelers" by Walker Gibson. Then explain to the students that once you have decided where you are and where you want to go, you have identified what success means to you. Next, you need to know how to establish the goals that are the milestones along the road to success. Tell the students that they are going to set some goals for the end of the year that they expect to accomplish as a result of participating in the Career Clarification Program. They are to work individually. This goal-setting exercise necessitates a great deal of thought and self-questioning. Assist students who are having difficulty in defining for themselves the range of information requested

SUPPLEMENTARY ACTIVITIES

Have students choose a goal unrelated to the career education program (e.g., prom queen, student council president, football captain) and have them analyze the feasibility of achieving this goal in terms of people, things, time, and desirability. Then, identify the steps needed to achieve it.

ADVICE TO TRAVELERS

A burro once, sent by express,
His shipping ticket on his bridle,
Ate up his name and his address,
And in some warehouse, standing idle,
He waited till he like to died.
The moral hardly needs the showing:
Don't keep things locked up deep inside;
Say who you are and where you're going.

Walker Gibson

Name ______________________________ Date ________________

GOAL SETTING

THINK IN TERMS OF WHAT YOU ARE DOING IN THE CAREER CLARIFICATION PROGRAM.

You are involved in many resource-site activities.

You are active in academic activities.

1. What do you expect to be able to do by the end of the year as an outcome of these two experiences?

   RESOURCE-SITE ACTIVITIES:

   ACADEMIC PROGRAM:

   In terms of these outcomes, answer the following:

2. Are the outcomes understandable? Identify the first step or two that you must undertake to achieve it.

3. Are they believable? Based on your past performance, can you do it? Do you really want to do it?

4. Are they achievable? Based upon what you know about what the program is trying to do, can you accomplish these outcomes?

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5. Are they controllable? What do you need to accomplish these outcomes in terms of people, things, time, etc.? Are they available? How much are your expectations based upon other people?

6. Are they measurable? How will you know when you have accomplished these outcomes?

7. Are the outcomes desirable? Again, do you really want these outcomes? Or, do you feel you would want them? What are you prepared to give up to achieve them?

8. You have approached these outcomes from many directions so you may now have different feelings about them. Please state below what you expect to be able to do by the end of the year as a result of being a part of the:

RESOURCE-SITE ACTIVITIES:

ACADEMIC PROGRAM:

Exercise 4. Planning for the Future

To the Group Leader:

OBJECTIVES

1. To acquaint students with the diversity of ways in which people plan and prepare for the future.
2. To have students describe how they are planning for the future.

MATERIALS

Worksheet - "Planning for the Future"

PROCEDURE

Have students complete the worksheet "Planning for the Future." (They might review Exercise 1, Let's Look Ahead, to see what future society may be like.) Then have students share with the group the different ways in which they're planning to meet their career goals in the future.

SUPPLEMENTARY ACTIVITIES

1. Have students investigate different health-care plans to see how flexible they will be for future needs.
2. Have students visit area banks to examine different savings plans offered by banks to see how these plans may change to meet future economic needs.

Name ______________________________ Date ____________________

PLANNING FOR THE FUTURE

We all think and plan for the future . . . but, we all do it differently!

1. How would you describe the manner in which you are planning to meet your career goals for the years ahead?

2. What parts of the plan are not under your control?

Exercise 5. The Action Plan

To the Group Leader:

OBJECTIVES

1. To facilitate student construction of an action plan to achieve future career goals.
2. To acquaint students with the fact that action plans must be flexible and able to accommodate changing conditions.

MATERIALS

Worksheet - "The Action Plan"

Worksheet - "Summary of My Action Plan, Parts 1 and 2"

PROCEDURE

Have students review the "Goal Setting" exercise, looking especially at their responses to Question 8. Have any of them changed their goal since filling out that exercise? Then, have the students work through the exercises and detail an action plan to achieve their goals. This lengthy exercise will extend over several periods and should be viewed as the culminating activity in this segment of the program. Remember that it is the process of goal setting that we are after and if any students are uncomfortable with using the goal they set in orientation, allow them to choose another short-term goal they would like to set for themselves (i.e., an "A" in Biology, a scouting merit badge, etc.). Students should be reminded frequently that their action plans should be flexible and able to accommodate changing conditions. It is to be expected that people change as they grow. Sometimes you can plan on change and sometimes it is unexpected. Group discussions may be utilized to clarify elements of individual plans when students are confronted with common problems.

BROAD PLANNING/Exercise 5, continued

SUPPLEMENTARY ACTIVITIES

Discuss with students the possibility of identifying alternative ways to meet future career goals. Have students identify possible alternative ways to meet career goals.

Name ______________________________ Date ________________

THE ACTION PLAN

Directions:

You have stated some GOALS that you wish to achieve by the end of this program (refer to "Goal Setting" exercise). Examine them and start thinking about a plan to achieve them.

The GOALS you have set for yourself are:

To reach these goals, what must you know about:

YOURSELF?

THE PROGRAM?

YOUR PAST PERFORMANCES?

THE ACTION PLAN, continued

TIME (academic work, part-time work, social activities, etc.)?

OTHER PEOPLE?

RESPONSIBILITIES?

PROBLEMS?

Name ______________________ Date ______________

SUMMARY OF MY ACTION PLAN, Part 1

1. What do I want to do? Why?

2. How can the task best be done?

3. Proposed activities. What should I do? How? When? Where?

4. Action plan and schedule. What? When? Where?

Name ________________________________ Date ________________

SUMMARY OF MY ACTION PLAN, Part 2

THE RED FLAG To the railroad engineer, the red flag is a sign of danger. In implementing your ACTION PLAN, you need to know if you are going "wrong" in sufficient time to take corrective action. Take time now to consider where some of these "red flag" areas may be in your plan.

Basic Elements	What is likely to go wrong?	How and when will I know?	What will I do?
TIME			
PEOPLE			
ACTIVITIES			
SELF-INTEREST			

DECISION-MAKING

The content of this unit of the program focuses upon decision-making as a long-range process involving the assessment and selection of alternatives within the context of personal values. This unit has been divided into two main parts: (1) Values Clarification, and (2) Applying Experience Data Received from the Program. The purpose of the Values Clarification exercises is to provide students with a variety of opportunities to define their personal value orientations. The purpose of the second part of the unit is to provide students with an opportunity to develop skills in implementing a value-based decision-making process.

Values Clarification

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DECISION-MAKING

Exercise 1. The Value Statement

To the Group Leader:

OBJECTIVES

1. To teach students to identify value statements.
2. To help students understand that value stances can be both common and unique within a group of individuals.
3. To help students realize that a value statement can be interpreted in a variety of ways.
4. To help students understand that individual perceptions and experiences condition acceptance or rejection of a value declaration.

MATERIALS

Worksheet - "The Value Statement, Parts 1 and 2"

PROCEDURE

Begin this exercise by stating three value stances, writing each one on the blackboard. Examples of three value stances might be:

1. If you go to college, you'll always get a good job.
2. Once you get a good job, you shouldn't quit.
3. Nobody likes to hires fellows with long hair.

Explain to students that these are value statements and that in this exercise they will be identifying value statements, as well as interpreting them. Then distribute Part 1 of the "Value Statement" worksheet, and have students complete it. After the students have completed it, have volunteers share their comments with the group and have a student list the diversity and similarity of responses on the board. Discussion should pinpoint the value stances apparent in responses.

Part 2 utilizes a value statement defined by the group. The exercise may be completed as a homework assignment if time does not permit its completion in the group session. Before the assignment is given, have the group determine a value statement which they wish to consider, related to the social or economic problems of today which may affect their career options. An example might be, "Everyone has a right to a guaranteed minimum income." Have the students copy the group-defined value statement on their worksheets and have each student write down basic assumptions that are relevant to the evaluation of the topic. It would be a good idea for you to discuss some of these assumptions with the group. Students are to assess the perceptual differences that may exist as functions of age, sex, and race as regards the value statement they are considering. The exercise will be shared in the next group session as an introduction to sources of individual value positions.

SUPPLEMENTARY ACTIVITIES

Have students role-play different value stances to a given value statement. Use three students representing three categories--age, sex, and race. Create value statements around areas of women's liberation, equal-opportunity employment, four-day work week, etc.

Name ______________________________ Date ____________________

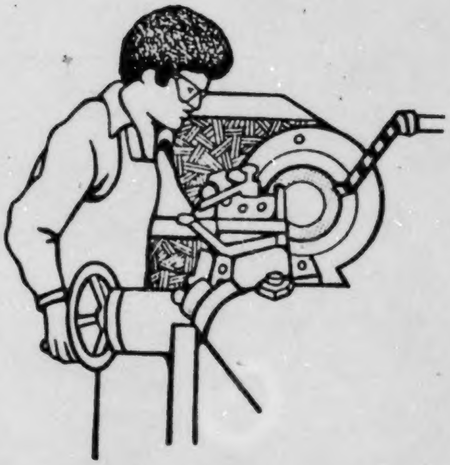
THE VALUE STATEMENT, Part 1

Directions:

Look at the value statement written below. Then look at the pictures of the three sets of people working with their hands. How would you respond to such a value statement if you actually held these jobs? Write your responses in the space provided.

> VALUE STATEMENT: "If you don't go to college, you will wind up working with your hands!"

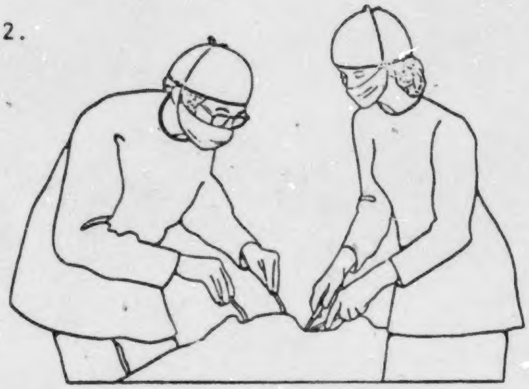
1.



Response:

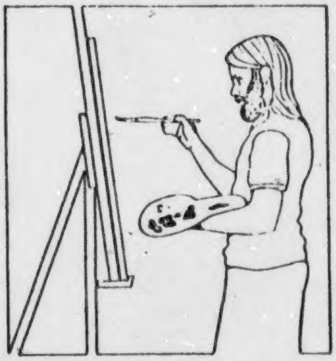
THE VALUE STATEMENT/Part I, continued

2.



Response:

3.



Response:

Name ______________________________ Date ______________

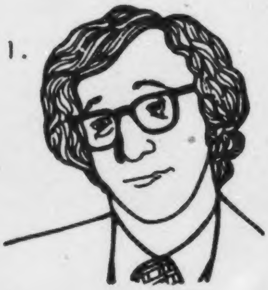
THE VALUE STATEMENT, Part 2

Directions:

How do you think the three people below perceive the issue discussed in the value statement written here? Write your responses in the space provided.

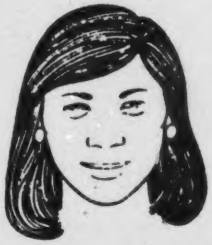
Value Statement:

1.



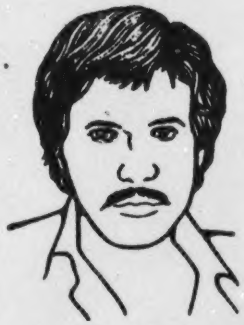
Response:

2.



Response:

3.



Response:

Exercise 2. A Point of View

To the Group Leader:

OBJECTIVES

1. To help students identify sources of value positions.
2. To have students examine the foundations of value stances.
3. To indicate to students the degree to which values are frequently based upon tenuous foundations.
4. To help students see the degree to which values have an affective, rather than cognitive, base.

MATERIALS

Worksheet (which should be cut into size of card) - "A Point of View"

PROCEDURE

As an introduction to sources of individual value positions, have students share their responses to Part 2 of the "Value Statement" exercise. Then explain to the students that the purpose of this exercise is to examine the foundations of their personal value stances. Distribute the "Point of View" cards. Using a value of personal choice, have students complete Side 1. For those students who have trouble generating value statements, have a current newspaper on hand and let them pull a value stance from one of the editorials. There are suggested questions on the worksheet for students to ask themselves as they complete Side 1. When students have completed Side 1, divide the group into mini-groups of three or four students. Have the students within each mini-group circulate their completed worksheets one at a time among the group and have volunteers read and discuss the comments to see if the group supports the student value stance. After five or ten minutes of small-group discussions, have students retrieve their own cards and fill in Side 2. Students should analyze the degree to which their value stance conforms with peer group responses. Attention should be called to the position that values are highly personalized and that no "rights" or "wrongs" can clearly be attached to them.

SUPPLEMENTARY ACTIVITIES

Ask the students to list the various sources from which they can obtain information about what is occurring in: (1) the world; (2) the neighborhood; (3) their homes; and (4) the school. Have them analyze these sources and their reliability with respect to the information upon which they base their values.

Name ______________________________ Date ______________

A POINT OF VIEW

Directions/Side 1:

Take a value stance on an issue currently concerning you. Then write your value statement in the space below. Next, describe your criterion for selecting this value stance. Then give evidence to support your value selection.

Name ______________________________ Date ______________

A POINT OF VIEW/Side 1

Value statement:

Criterion for selection:
(Is this consistent with what you usually believe?
Is it important to you?
What basic assumptions are implied by this?)

Evidence to support value selection:
(What are the good things about your value selection?
How do you know it's a good value?)

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A POINT OF VIEW, continued

Directions/Side 2:

Now analyze the degree to which your value stance conforms with how other students view the issue.

Name ______________________________ Date ______________

A POINT OF VIEW/Side 2

Group-generated evidence to support value judgment:

Group-generated evidence contrary to value judgment:

Value statement (a new point of view?):

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DECISION-MAKING

Exercise 3. At This Point in Time

To the Group Leader:

OBJECTIVES

1. To help students identify the variety of value areas that constitute the individual's value system at this point in time.
2. To indicate to students that individuals have personal value conflicts within themselves as well as with other persons or groups.

MATERIALS

Worksheets - "At This Point in Time"
"Values Focus: Education and Work"
"Values Focus: Family and Friends"

PROCEDURE

Explain to students that the purpose of this exercise is to assess the sources of value-related information. Distribute the worksheet "At This Point in Time" to students and have them complete it. After they have finished, have students note the degree of information that is evident in most value statements. Discuss with students the concept of conflict among value stances: frequently the conflict is within the individual.

SUPPLEMENTARY ACTIVITIES

Have students complete one or both of the "Values Focus" exercises as a comprehensive statement of significan[illegible] conflicts which students frequently face.

Name ______________________________ Date ______________

AT THIS POINT IN TIME

Directions:

Complete the chart below and on the next page, identifying the values under consideration in each question and the way you plan to resolve any conflict if it exists for you.

At This Point in Time	Value Under Consideration	Means for Resolving Conflict (if conflict exists)
Should I give up certain of my friends because they don't agree with what my parents say?		
Should I take college preparation courses?		
How much of a risk is it for me to ______________________ ______________________ (fill in with personal conflict)		
Should I try to be myself or do the things the crowd does when I really don't want to?		
How much money should I save?		

AT THIS POINT IN TIME, continued

At This Point in Time	Value Under Consideration	Means for Resolving Conflict (if conflict exists)
What goals should I set for myself in high school?		
Can I be myself and still have friends?		
Should I decide what I will be or will my parents and counselor decide for me?		
Should I be practical in my career planning?		
Should I take a part-time job?		
What school activities should I participate in and why?		

Name ______________________ Date ____________

VALUES FOCUS: EDUCATION AND WORK

My basic concerns about education and work are: ______

My positive feelings about education and work are: ______

My negative feelings about education and work are: ______

In terms of education and work, I listen to ______

because ______

The source(s) of my feelings about education and work are: ______

I value ______

Name ____________________ Date ____________

VALUES FOCUS: FAMILY AND FRIENDS

My basic concerns about family and friends are: ____________________

My positive feelings about family and friends are: ____________________

My negative feelings about family and friends are: ____________________

In terms of family and friends, I listen to: ____________________

because ____________________

The source(s) of my feelings about family and friends are: ____________________

I value ____________________

DECISION-MAKING

Exercise 4. Values/Occupations/Jobs

To the Group Leader:

OBJECTIVES

1. To help students develop a realization that values play a part in career choice.
2. To indicate to students that value conflicts may occur in career choices.

MATERIALS

Worksheet - "Values/Occupations/Jobs"

PROCEDURE

Have students complete the exercise and reduce the list of value-job designations to five. Using the Dictionary of Occupational Titles, have the students summarize the basic educational and experience requirements for entry into each occupation they have selected. In a group setting, attempt to bring out the degree to which reality and job selection requirements are frequently inconsistent.

SUPPLEMENTARY ACTIVITIES

Through contacts with community resource sites, have students identify jobs which fall into each of the five occupational categories they selected in the exercise. Have students interview a person employed in their first-choice occupational area and define and correlate their apparent value stances with job requirements. (Example: if an accountant values extensive people-contact in a job, then there may be some value conflicts operating because accountants usually work alone.)

Name ______________________________ Date ______________

VALUES/OCCUPATIONS/JOBS

Directions:

Your occupational preferences reflect values that are important to you. Here is a list of values. Pretend that you hold these values and think of a job or occupation which would satisfy them. If you think of some values not mentioned, feel free to add them to the list.

1. I am seeking adventure, excitement, and danger! I want to be a ______________
2. Money is my chief goal. My job will be that of a ______________
3. I like helping others. I want to be a ______________
4. I want security so I will choose an occupation like ______________
5. Some people like crowds, but I like being alone. I think I would like to be a ______________
6. I want to be independent and be my own boss. Nobody tells me what to do. So my job will be that of a ______________
7. I am a responsible person and enjoy being the leader of anything I am involved in. I want to be a ______________
8. Gaining knowledge and learning new ideas are important to me. I want to hold an occupation in which I can be a ______________
9. Stars are in my eyes and I am seeking fame! I want to be a ______________
10. I want to be in a job with power and authority over others. Should I be a ______________
11. I value my religion and feel it is an important part of my life. I would like to hold a job like that of a ______________

12. The job I hold will be stable, one with very few changes. I think I'll be a __________________

13. New places and new people interest me. I want a job involving change and a variety of tasks. I'd like to be a __________________

14. I want people to notice me, to recognize me and give their approval of my work. I think I could get this if I were a __________________

15. They call me fun-loving, happy-go-lucky Charlie. I want to hold a job in which I have fun and pleasure. I'd like to be a __________________

Put an X in front of five sentences with values that most appeal to you.

Rank those values that you have marked with an X in the order of importance to you. Start with the value you consider most important and put them in descending order.

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DECISION-MAKING

Exercise 5. Money and Your Work

To the Group Leader:

OBJECTIVES

1. To help students assess the importance of money as a variable in the choice of a career.
2. To help extend students' thinking of money as a determinant of life-style.

MATERIALS

Bulletin board pictures - "Money, Education, Happiness"
"Ladder to Pot of Gold"

PROCEDURE

As students have journeyed through the Career Education Program, one of the questions they probably asked about a job was "How well does it pay?" Discuss with students the relationship of money to personal happiness. Some questions you might ask to generate discussion are:

- How important is "salary" in your thinking as you consider tentative career options?
- What other things are you considering in making a career choice?
- It is estimated that you will work for 100,000 hours in your lifetime. Considering this, what things should influence your career choice?
- Success for some people is in terms of a "pot of gold." How do you see success for you?

The concepts of the work ethic, free enterprise, planned obsolescence, and the welfare society can all be utilized. The two pictures "Money, Education, Happiness" and "Ladder to Pot of Gold" may also be used as discussion stimulants. Have students discuss the value stances illustrated in each.

SUPPLEMENTARY ACTIVITIES

Have students research the earning capacities of workers in a vocational area. For example, health sciences may be surveyed in terms of a career ladder including doctors, nurses, therapists, lab technicians, nurses' aides, orderlies.

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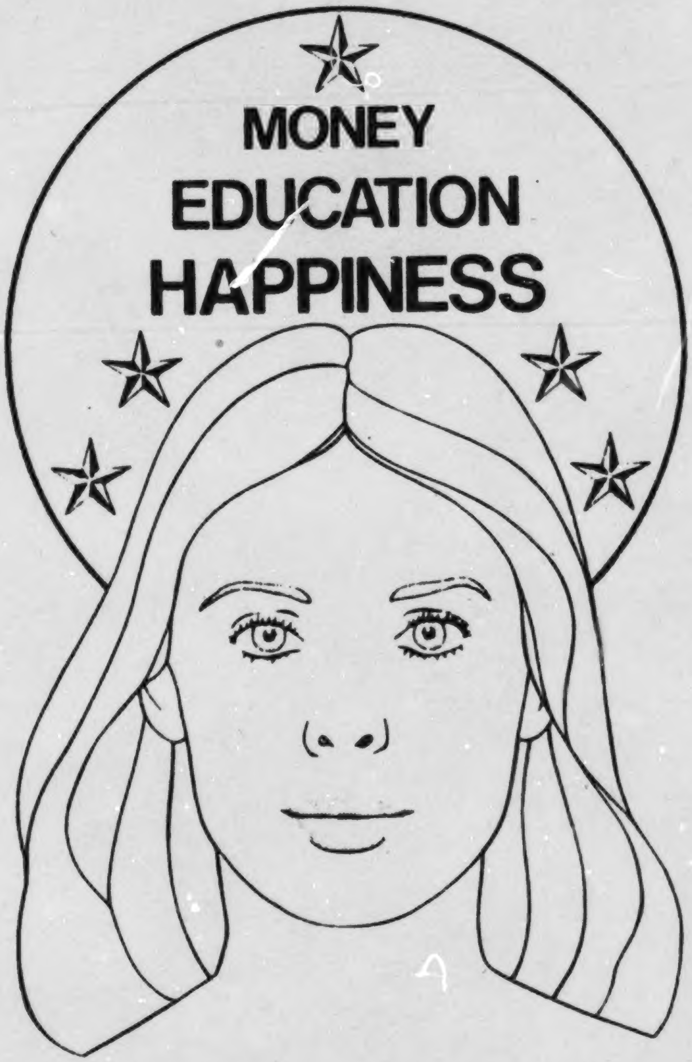
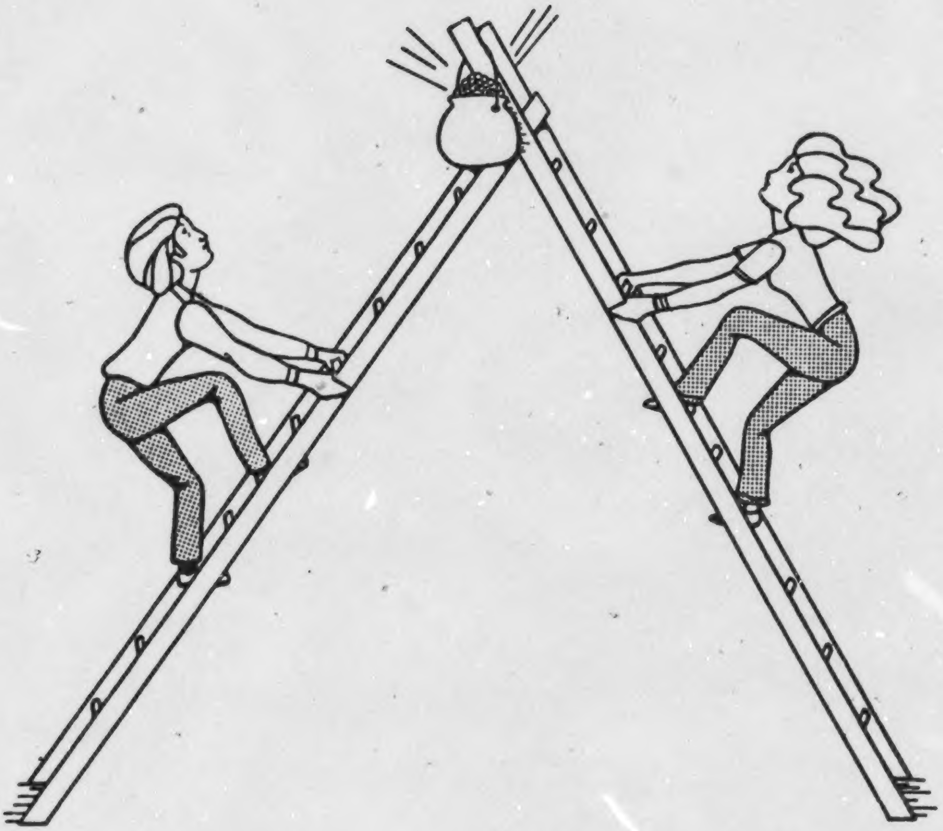
MONEY, EDUCATION, HAPPINESS


MONEY
EDUCATION
HAPPINESS

LADDER TO POT OF GOLD



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Exercise 6. A Woman's Place Is . . . !

To the Group Leader:

OBJECTIVES

1. To expand students' perceptions of the roles of women in the world of work.
2. To explore with students the view that very few job opportunities exclude participation on the basis of sex.
3. To reveal to students that sex stereotypes and job performance are rarely based on fact.

MATERIALS

Worksheet - "A Woman's Place Is . . . !"

PROCEDURE

As an introduction to this topic, you might ask the students to solve the following riddle:

> A man and his son were driving to a baseball game. On the way, they were in an auto accident and the father was killed. The boy was rushed to the hospital but as they wheeled him into the operating room, the surgeon said, "Oh my goodness! I can't perform this operation--that is my son!" How could this be?

The answer is that the surgeon was his mother but very few, if any, people get it right. Talk about the fact that our society still expects certain jobs to be held by men and certain by women, even though equal opportunity laws and the changing times allow for crossover.

Distribute the worksheet "A Woman's Place Is . . . !" and have students complete it. Then have male and female students alternately share their responses. Share with students the view that very few job opportunities exclude participation on the basis of sex. You might pose the question of whether occupations performed in the school or at resource sites explored by students are sex-defined.

SUPPLEMENTARY ACTIVITIES

1. Have students make a collage of women in different occupations, illustrating the diversity of jobs held by women.
2. Have students write a descriptive paragraph completing the phrase, "A woman's place is . . . ." They must give reasons for whatever position they choose.

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Name ______________________________ Date ________________

A WOMAN'S PLACE IS . . . !

Directions:

There has been wide discussion about a woman's place in the work environment. Do you believe that there are jobs that a woman cannot fill? If so, list them below and give the reasons for your beliefs.

Job: ______________________

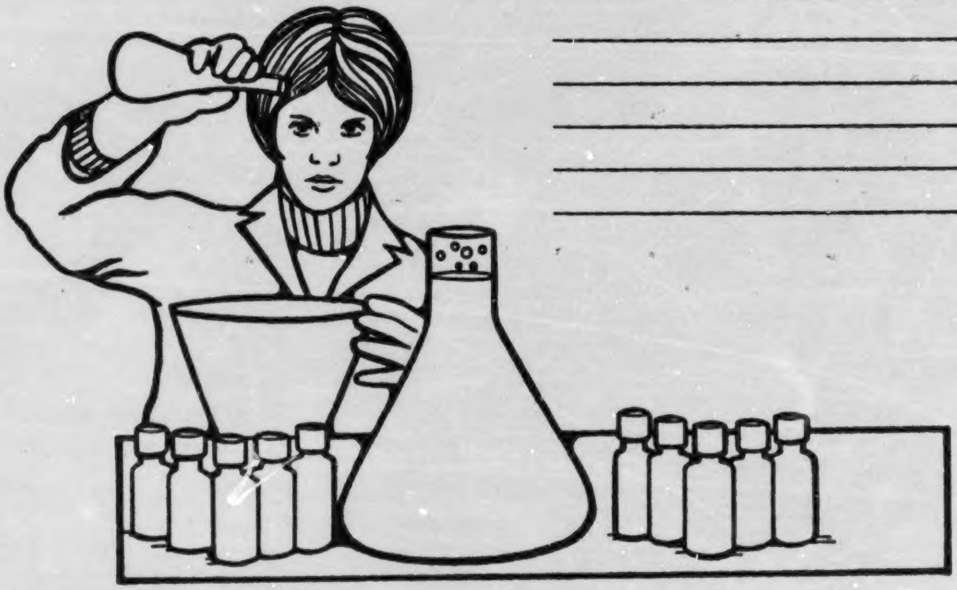
Reasons: ______________________

Job: ______________________

Reasons: ______________________

Job: ______________________

Reasons: ______________________



DECISION-MAKING

Exercise 7. The Episode

To the Group Leader:

OBJECTIVE

To help students evaluate the interplay of values and behavior in someone else's life-situation.

MATERIALS

Story/Worksheet - "An Episode"

PROCEDURE

Have students read "An Episode" and respond to the questions on the page following. Responses can then be used as inputs into a general discussion of individual values and the part they play in decision-making. This is the culminating activity in the Values Clarification segment of the guidance program.

SUPPLEMENTARY ACTIVITIES

1. Have students describe either orally or in writing any experience they've had which involved them in decision-making similar to that of Charlie in "An Episode."
2. Have students role-play the "Episode," creating different endings to illustrate different value stances.

Name ______________________________ Date ________________

AN EPISODE

Charlie is twenty-two years old. He is married and the father of two children, a boy three and a little girl six months. When he was sixteen, Charlie quit school because of poor grades. He was deferred from military service due to a punctured eardrum, and he now works at a neighborhood gas station where he pumps gas and does minor mechanical repair work. The manager of the station is pleased with the way Charlie does his work but has little contact with him because Charlie works on the night shift while the owner is there during the day.

Homer, the man in charge of the night shift, has not been very friendly toward Charlie. He makes Charlie do most of the work and finds the dirtiest jobs for him to perform. Whenever it is raining or very cold outside, he doesn't leave the garage office but makes Charlie run outside each time a car pulls into the station.

One night, during a particularly violent rainstorm, Charlie was filling up the tank of a Chevy Corvair when, one after another, three cars pulled into the station and lined up at the pumps waiting to be fueled. Charlie had just finished putting the gas cap on the Corvair and was giving the driver directions on how to get to the Parkway West when the driver of the second car began blowing his horn for service. "Just a minute, sir," said Charlie, "I'll be right with you. I have to take care of this lady first!" "Look, Mac, I don't have all night, see? So get going," shouted the second driver. Just then the driver of the third car joined in: "Hey, fellow, let's get a move on!" he yelled. The driver of the fourth car, taking his cue from the others, began blowing his horn at Charlie, hoping to get his attention. With the rain running off his face, Charlie looked toward the garage office hoping that Homer would see the situation or hear the horns blowing and come to his aid. But the man remained seated in the swivel chair, his feet propped up on the desk. Charlie muttered to himself, and with his feet "squishing" in his shoes as he walked, he proceeded to take care of the other cars, listening to the drivers' complaints as he worked.

When the last car pulled out of the station, Charlie opened the garage office door and stood staring at Homer. The water dropped from his fingertips and the cuffs of his trousers and formed two spreading pools at his feet.

"You could have given me a hand, at least," said Charlie, looking Homer straight in the eye.

"Don't hand me that line, man," said the other, blowing a cloud of smoke into the air. "If you don't want to work here, you know what you can do."

"There were four cars out there waiting to get gas!" Charlie forced the words out of his mouth and then he added defiantly, "I didn't see you out there getting wet! You work here too!"

"Listen, man, don't give me any lip. Go stand in the garage; you're dripping water all over the office floor."

Charlie's anger reached the boiling point. Turning his back on his boss, and walking toward the door, he shouted, "You can take this job and . . . ." Bang! The slamming of the office door cut off Charlie's outburst. Through the garage window, Homer could see the blurred figure of Charlie defiantly kick over a can of grease rags and slowly walk away from the station . . .

This little story says something about Charlie's values . . .

List a few that you think were operating to cause Charlie's behavior:

1. ______________________________

2. ______________________________

3. ______________________________

Do you think you know how he felt . . . ?

HOW WOULD YOU HAVE ACTED . . . ?

By the way, how do you think his wife felt when he told her about the episode . . . ?

Applying Experience Data
Received from
the Program

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Exercise 8. Your Effort Quotient

To the Group Leader:

OBJECTIVES

1. To help students assess the degree to which they are applying themselves in the program.
2. To help students assess the relationship between elements of their value systems and motivation.

MATERIALS

Worksheet - "Your Effort Quotient--An Important Measurement of You!"

PROCEDURE

Distribute the worksheet "Your Effort Quotient--An Important Measurement of You!" to the students and have them complete it individually. Then discuss with students the relationship between personal values and motivation. You might ask students if they could identify their value stances by the amount of effort they put into their work. Can they see any contradiction in how much they do as opposed to what they say they do? Make sure that the students ask their teachers, community participants, and the group leader to give their opinions of student effort in the program.

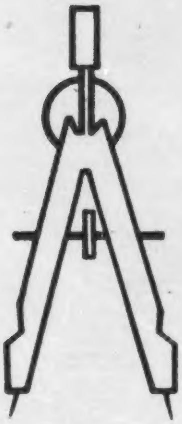
SUPPLEMENTARY ACTIVITIES

1. Have students choose an extracurricular activity that they are involved in or a hobby they have, and compute their effort quotient for that activity. Then have them compare it to their effort quotient in their academic area.
2. Have students describe an activity or area of interest that they're really enthusiastic about and give reasons for their enthusiasm.

Name ______________________________ Date ________________

YOUR EFFORT QUOTIENT

AN IMPORTANT MEASUREMENT OF YOU!



You have been doing many things--exerting energy in academic courses, guidance group activities, and at community resource sites. Let's try to measure your effort quotient and locate where most of your energy is being applied.

Directions:

On the Balance Sheet on the following page, list all of your current academic courses and the activities that have been part of the guidance group and the resource-site program. Next, rate yourself on each activity, indicating effort expended by using the appropriate number:

5 = Full effort
4 = Full to moderate effort
3 = Moderate effort
2 = Moderate to low effort
1 = Low effort

YOUR EFFORT QUOTIENT--AN IMPORTANT MEASUREMENT OF YOU!, continued

EFFORT BALANCE SHEET	
Activity Areas	**Effort Rating**
Academic Courses:	
Total	
Guidance Groups:	
Total	
Resource-Site Activities:	
Total	
Grand Total	

YOUR EFFORT QUOTIENT--AN IMPORTANT MEASUREMENT OF YOU!, continued

Calculate your average effort rating for the three major activity areas using the following formula:

$$\frac{\text{sum of effort ratings for activity area}}{\text{number of activities within area}} = \text{Effort Quotient}$$

	ACADEMIC	_______________
Effort Quotients:	GUIDANCE GROUP	_______________
	RESOURCE-SITE	_______________

Check your Effort Quotient with teachers, your group leader, and some resource-site representatives and obtain their opinions of your effort.

Can you see any implied value statements in the amount of effort you make in each of the three areas? If so, list them.

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DECISION-MAKING

Exercise 9. On the Launching Pad

To the Group Leader:

OBJECTIVES

1. To have students assess their personal Action Plans to determine if changes are necessary.
2. To have students restate their personal goals and objectives in terms of identified values.

MATERIALS

Student "Action Plans" from BROAD PLANNING/Exercise 5

Worksheet - "On the Launching Pad"

PROCEDURE

Have students get their Action Plans from their student journals. Have them review their Action Plans to identify the implied values on which they are based. They should also compare their progress in the program with the activities scheduled in their original Plans.

Have students restate their personal goals in the form of a value statement and indicate whether or not they want to continue to pursue these goals.

SUPPLEMENTARY ACTIVITIES

Have students evaluate their program goals in terms of whether or not they are meeting them and in what ways. If they still want to pursue these goals and are having problems meeting them, encourage students to meet with guidance counselors to rework their Action Plans.

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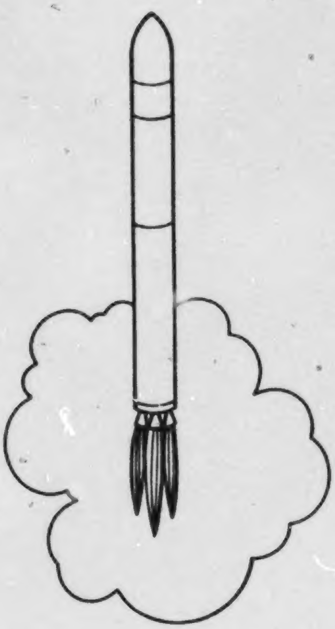
Name ______________________________ Date ______________

ON THE LAUNCHING PAD



IN ORBIT.

ARE ALL SYSTEMS GO?

Earlier in your career guidance group, you devised an ACTION PLAN and it is now part of your student journal.

In that plan you indicated some goals you wanted to accomplish as an outcome of your participation in the Career Education Program.

Review that plan and extract some value statements from it. The values may not be stated as such, but try to dig some of the more important ones out of the plan.

Maybe it would be easier to describe the value in a sentence rather than in a word . . . try it!

1. ______________________________

2. ______________________________

3. ______________________________

Are there any goals in your Action Plan that you would like to revise? Which ones?

____

____

____

CAREER ACTIONS

This unit of the program provides the student with practice in taking the steps necessary to obtain a job. The students are exposed to various career resources so that they will be able to gather the necessary information about the job. Then they are exposed to various job interview situations and asked to role-play the interview so that they will have practice before they actually are interviewed in the world of work. The last part of this unit touches briefly upon summer and part-time job placement.

Applying for a Job

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CAREER ACTIONS

Exercise 1. Meeting the Requirements

To the Group Leader:

OBJECTIVE

To acquaint students with newspaper classified ads, available sources of occupational information, and the qualifications for entry into various jobs.

MATERIALS

Worksheet - "Meeting the Requirements"

Job Description Form

Dictionary of Occupational Titles

Occupational Outlook Handbook

Working (S. Terkel, New York: Pantheon, 1974) or similar source

PROCEDURE

Have students bring in an interesting want ad from a local newspaper and, from the ads brought in, have the group select an interesting ad to use in the first part of the exercise. Give students some time to complete the exercise individually, then have the group discuss their responses and list appropriate responses on the blackboard. Review the hiring standards of the three jobs listed on the charts which follow the first part of the exercise. The charts indicate the hiring standards applied to three specific jobs. The data are an average of a number of responses compiled from a survey of a national cross-section of employers. Resource sites involved in the Career Education Program are valuable resources which can be used to expand and upgrade this information.

Next, have students consider the Job Description Form and discuss the types of information requested in each category. Divide students into three groups and have each group select a job ad from a local newspaper

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or from the ads brought to the session by group members, and complete a Job Description Form for that job. As a source of information, have one group use the Dictionary of Occupational Titles, the second group use the Occupational Outlook Handbook, and the third group another source (e.g., Working).

Have the subgroups report back to the entire group emphasizing especially the types of information each source contains.

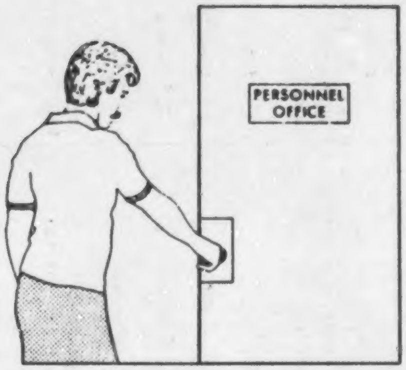
SUPPLEMENTARY ACTIVITIES

1. Have students research the hiring standards for their own job goal or Specialization choice.
2. Discuss such factors as the economic climate and number of people wanting to enter a field which might influence hiring standards.

Name ______________________________ Date ________________

MEETING THE REQUIREMENTS

What does it take to get hired for a job? Of course, requirements are different for each level of employment . . . and specific job.



Directions:

We have selected three want ads. Pick one of them and list some of the hiring standards that may be used to differentiate between applicants.

1. ______________________ 6. ______________________

2. ______________________ 7. ______________________

3. ______________________ 8. ______________________

4. ______________________ 9. ______________________

5. ______________________ 10. ______________________

On the following pages are some selected jobs and the hiring standards that have been applied in filling them. Of course, every job is different, but these examples may indicate the level of preparation that even entry-level jobs may demand in these technological times.

Hiring Standards*	Cashier/Clerk	Bank Teller	Machine Operator Production
Hiring inexperienced?	100% Yes	86% Yes	92% Yes
Prefer previous work experience?	42% Yes	90% Yes	91% Yes
How important are references?	66% Important	75% Important	27% Important
How long to train experienced worker?	1.0 Weeks	2.8 Weeks	2.6 Weeks
How long to train inexperienced worker?	2.2 Weeks	7.2 Weeks	29.0 Weeks
Reasons to reject	Appearance Poor work history Test results	Appearance Poor job potential	Attitude Poor work history
Tests for screening?	20% No	77% No	57% No
Hiring decision based on ability to perform this job or higher job?	78% This Job	74% This Job	95% This Job
Men versus Women	9% Men 83% Women 8% No Difference	31% Men 10% Women 59% No Difference	96% Men 4% Women
Age group preferred	44% 30 to 45 38% 22 to 29 5% 19 to 21 13% No Difference	33% 30 to 45 30% 22 to 29 22% 19 to 21 15% No Difference	58% 30 to 45 15% 22 to 29 5% 19 to 21 22% No Difference
Policy on hiring persons under 21	22% Favorable	70% Favorable	72% Favorable
Marital status preferred	56% No Difference 44% Married	76% No Difference 24% Married	15% No Difference 85% Married

*Source: U.S. Department of Labor

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Minimum level of education required	8% High School 36% Some High School 22% Eighth Grade 25% None 9% Uncertain	52% High School 24% Some High School 4% Eighth Grade 20% None	2% High School 13% Some High School 78% None 7% Other
Equally qualified in all respects except education, prefer	14% Some College or College Degree 44% Academic H.S. 10% Some High School 32% Uncertain	10% College Degree 63% Academic H.S. 10% Voc. High School 2% Some High School 5% Read and Write 10% Other	2% Academic H.S. 58% Voc. High School 6% Some High School 11% Read and Write 23% Uncertain
How important is education?	45% Important	78% Important	23% Important
How important is ability to read and write English?	69% Important	95% Important	58% Important
If worker is unable to complete application form, how does this affect decision to hire?	61% Not Hire	86% Not Hire	49% Not Hire
Attempt made to determine worker's aptitude?	40% Yes	100% Yes	11% Yes
Attempt made to determine worker's interest and/or temperament?	45% Yes	100% Yes	66% Yes
Attempt made to determine worker's personality?	56% Yes	100% Yes	5% Yes
How important is appearance?	83% Important	100% Important	15% Important
Attempt made to determine worker's physical capacity?	83% Yes	95% Yes	43% Yes

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Hire workers with police records?	33% No	72% No	42% No
Does worker's record of stability of employment affect decision to hire?	83% Yes	100% Yes	81% Yes
Does worker's record of family stability affect decision to hire?	69% No	86% No	98% No

JOB DESCRIPTION FORM

Job Title ____

Place of Employment ____________________________________

____

Training, Other Qualifications, and Advancement Potential ________

____

____

____

Employment Outlook _____________________________________

____

____

Earnings and Working Conditions ________________________

____

____

Other Possible Places of Employment ____________________

____

____

Comments ____

____

____

____

Exercise 2. Go West, Young Man

To the Group Leader:

OBJECTIVE

To expand student knowledge of sources of occupational information.

MATERIALS

Worksheet - "Go West, Young Man"
Fact Sheet - "Sources of Information About Employment"

PROCEDURE

Have students complete the "Go West, Young Man" worksheet. They can do this in small groups of three or four students, brainstorming the career information resources, or it can be done as a large-group brainstorming session. Then discuss with the students the sources that they've listed. Pass out the "Sources of Information About Employment" fact sheet to the students and have them read over it. Let those students who have used any of the agencies listed describe their experience and tell whether or not they were helpful.

SUPPLEMENTARY ACTIVITIES

1. Have the students describe the kinds of things they will have to know about themselves to be able to use any of the sources listed in the "Sources of Information About Employment."
2. Have the students describe the kinds of things the employment agency (source) might want to know about them.

Name ______________________________ Date ______________

"Go west, young man"

This was good advice once! Where can you go for information about career opportunities?

List the career information resources that are available to you at:

SCHOOL (materials, people, places)

RESOURCE SITES (materials, people, places)

YOUR COMMUNITY (materials, people, places)

SOURCES OF INFORMATION ABOUT EMPLOYMENT

1. State employment services

Have more job listings in more occupational categories than any other single source.

Know about area job openings, even among employers who have not listed openings with the employment service.

Have approximately 2,400 local offices conveniently located in all parts of the country.

Operate computerized job banks in all major cities and many smaller ones to bring up-to-the-minute information on all openings in a metropolitan or larger area to people looking for work at any employment service office in the area.

Provide national registries for selected professional workers, such as economists, librarians, statisticians, correctional services personnel, and engineers and scientists.

Provide placement service at national professional conventions.

Offer counseling and career consultation.

Provide aptitude and proficiency testing.

Have daily contacts with thousands of employers.

Accumulate and distribute local, statewide, and national labor market information.

Charge no fees.

2. School or college placement services

A productive source for professional openings.

Usually available only to students and alumni of the school.

3. Want ads in newspapers, professional journals, and trade magazines

Provide a broad range of definite openings.

A large share of listings in magazines devoted to your field are likely to be for jobs you are qualified to fill.

Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.

Analysis of the ads provides information about the extent of employment activity in your field throughout the area.

4. Industrial and craft unions

Have exclusive hiring authority for some firms.

Each deals with a limited number of occupations.

Productive source for members, particularly those with seniority.

5. U.S. Civil Service Commission

Handles U.S. Government civilian jobs.

Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.

Positions are located in Washington, D.C., throughout the United States, and overseas.

Jobs are filled on a merit basis as determined by examinations and ratings of experience and education.

Examinations are given several times a year in cities throughout the nation. Tests for entry-level professional positions are conducted at many universities and other schools.

Most post offices have application forms and information on job opportunities. You can also write for information to the U.S. Civil Service Commission, Washington, D.C. 20415.

6. Private employment agencies

Usually specialize in a few occupations.

Some charge applicants a fee for registration or placement; others collect fees from employers.

7. Yellow pages of the telephone directory, industrial directories, and Chamber of Commerce lists

Names of firms that employ workers in your field and other information useful in applying to them.

8. Professional associations

Useful for specialized occupations.

Listings available at libraries.

CAREER ACTIONS

Exercise 3. Occupational Study Guide

To the Group Leader:

OBJECTIVE

To give students the opportunity to do extensive research on an occupation of personal interest.

MATERIALS

"Occupational Study Guide"

PROCEDURE

The Occupational Study Guide is self-explanatory. It focuses students' attention on a specific occupation and requires them to do extensive research in the area. The job information sources previously used by students should accommodate the broad information needs of the group together with student job analyses of resource sites. Participating employers, local employment agencies, and government publications also will be useful resources. This activity may require two or three sessions to complete. Upon completion, the Occupational Study Guides can be collected to establish or expand a career information library. You should be available to help those students who have problems answering any of the questions.

OCCUPATIONAL STUDY GUIDE

This study guide provides an easy way to record some of the facts needed when considering whether or not to prepare for a particular occupation or to look for employment in it. When you complete the form, you will have, in summarized form, the essential information for beginning an occupation. The principal sources of facts about any occupation are references, state employment services, Federal government agencies, and people who work in the occupation. You should also look at the job analysis sheets in your student journal if there are any jobs there related to the occupation you are analyzing here. If you find that there isn't enough space on this form to write your comments, do it on a separate sheet of paper.

Your Name ______________________________

Date Started ____________ Date Completed ____________

A. THE OCCUPATION

1. NAME OR TITLE OF THE OCCUPATION: ____________________

2. DESCRIPTION OF THE OCCUPATION (general nature, duties, operations performed, tools and machines used, and so on):

   ____

   ____

   ____

   ____

3. PHYSICAL DEMANDS OR REQUIREMENTS (state the principal physical demands that must be met in pursuing this occupation--for example: frequent stooping, crawling, standing, pulling or pushing, etc.):

   ____

   ____

   ____

4. METHODS OF ENTRANCE (beginner jobs leading to this one, etc.):

____

____

____

5. RELATION TO OTHER JOBS:

Jobs to which workers may be promoted: ________________________

____

Chances for promotion: ______________________________________

____

Related occupations to and from which workers may shift with reasonable ease:

____

____

6. EMPLOYMENT OPPORTUNITIES (supply and demand for workers):

Number employed nationally: MALES ________ FEMALES ________

Factors that might affect future prospects for employment:

____

____

Present regional or national outlook and opportunities (include trends and future prospects):

____

____

____

7. LEVEL OF DIFFICULTY (this indicates the level of complexity of the occupation and what is required for a worker to perform the various tasks--characterize the level of difficulty in terms of the following):

Responsibility: How much is required of the worker and what is the nature of that responsibility?

____

Knowledge: What specific and/or specialized knowledge is required for the occupation?

____

Resourcefulness: How much ability is required to anticipate, meet, and solve new situations?

____

Mental Alertness: To what extent is attentiveness to quickly changing conditions required?

____

Thinking and Decisions: To what extent does the occupation require that decisions be made on the basis of carefully considered facts and conditions?

____

Dexterity: How much mental quickness, manual deftness, etc., appears to be required to meet production standards?

____

Accuracy: What degree of precision is required to perform the work successfully? What tolerance or deviations are permitted?

____

Other factors: Supply other information not covered above if needed to fully establish the level of difficulty represented by this occupation.

____

8. EARNINGS, HOURS, AND WORKING CONDITIONS:

Average earnings per year: ____________

Average hours worked per week: _________

Working environment--nature of surroundings and places of employment: outside, pleasant, dusty, etc.:

____

Supervision given the worker: Who supervises the work? How specific is the supervision?

____

Health and accident hazards:

____

Seasonality: Busy months: ______________________________

Slack months: ______________________________

Security provisions (i.e., pensions, insurance, workmen's compensation, etc.):

____

B. THE WORKER

1. PERSONAL QUALIFICATIONS

Physical strengths: ______________________________________

Personality characteristics (such as ability to work with others, ability to tolerate stress of deadlines, initiative, imagination, etc.):

____

____

2. EDUCATIONAL AND TRAINING REQUIREMENTS

Minimum level of schooling (grade school, high school, college):

____

School courses especially important (English, Mathematics, Science, Foreign Language):

____

Special training desirable or required (nature of courses, length, where available, etc.):

____

____

3. OTHER REQUIREMENTS

Tools and equipment furnished by worker: ________________

____

Membership in unions, professional organizations, or associations ordinarily required:

____

Licensing or other legal requirements: ________________

____

Special tests or examinations required: ________________

____

C. SUMMARY

On the following page, summarize the information assembled and point out advantages and disadvantages of this occupation.

OCCUPATIONAL STUDY GUIDE, continued

Advantages of this occupation:

Disadvantages of this occupation:

CAREER ACTIONS

Exercise 4. Resume/Cover Letter

To the Group Leader:

OBJECTIVE

To give students practice in preparing (writing) resumes with cover letters (letters of application).

MATERIALS

"Instructions for Preparing a Resume"

"Letter of Application - Guidelines"

Sample Application for Employment

PROCEDURE

Distribute the "Instructions for Preparing a Resume" to the students. Have them read over it and answer any questions they might have concerning any part of it. Then have the students prepare a resume.

Next, distribute the "Letter of Application - Guidelines" to the students and have them review it. Put a list of potential employers from your community on the blackboard and have students choose one employer from the list to whom they will write a letter of application.

Have students put their resumes and cover letters in their student journals.

SUPPLEMENTARY ACTIVITIES

Have students complete the Sample Application for Employment. Have them also put this in their student journals.

INSTRUCTIONS FOR PREPARING A RESUME

The purpose of a good resume is to present, in outline form, a picture of your qualifications to hold a job. A resume is extremely important because it is often the first glimpse a potential employer may have of you. It is, in a sense, an advertisement of you and must be done as carefully as possible. Many entry-level jobs do not require resumes, but you may need a resume in the future.

There is a standard format for resumes but you may want to experiment some with your own creativity to create one that is "you." Don't overdo it, though: pale yellow paper may be all right, but purple polkadot definitely is not! A resume should be dignified.

Your information should be as concise as possible. The reader should be able to skim quickly down the page and pick up as many details as possible. You may use phrases instead of complete sentences (leave out "I," "my," "mine," etc.). Choose verbs which will convey more than one meaning: "initiated," "organized," "was responsible for," "produced," etc. Be careful, though, that it doesn't sound like you copied the dictionary--keep your own language usage in mind.

A resume should contain some standard information and it should appear in order of importance. This basic data includes: (1) personal data; (2) career or job objective; (3) education; (4) previous employment and experience; (5) interests, talents, community involvement; (6) references.

Personal Data

Center this information at the top of the page:

Your full name (no nicknames). If you have a middle name, use it or the initial.

Your address in full, including number, street, town or city, state, and zipcode. Do not abbreviate.

Your telephone number, including area code.

Your birthdate, age, and marital status are optional, but if you do decide to use them, put them at the end of the resume.

INSTRUCTIONS FOR PREPARING A RESUME, continued

Career or Job Objective

A statement of your goal is optional and generally is only used in two situations:

1. If you have one specific skill or interest area and are looking for jobs only in that area.
2. If you are typing a new resume for every job opening you apply to and want to spend the time changing your goal to fit the title or description of the individual job.

If your job search requires the duplication of a large quantity of resumes and if you are looking for a job in more than one area, you can leave out this section and put your goal in your cover letter.

Education

This part is particularly important when you are starting out on your career. Begin with the last school you attended and work backwards. In the future, if you attend college, indicate your degree (if you received one), name of the college, its location, and dates of attendance. If you did not receive a degree, but attended college, list the college, its address, the dates you attended, and your major area of study. List the junior high school and elementary school you attended, too, with their addresses and dates attended. List any honors you have received.

If you have no previous working experience, list the courses you have taken which are related to the position for which you are applying.

Previous Employment and Experience

In this section, list all the jobs you have held, starting with the present one and working backward in time. Give the dates of employment, the employer, the address, your position by title, and a brief description of what you did.

If you have never held a formal, paying job, use this section to list any experiences you might have had which show your job-related capabilities: for example, a scouting project, a fund-raising drive, a volunteer experience with children, a church-school teaching responsibility. In other words, think of all the things you've done which illustrate your skills and ability to accept responsibility.

Interests, Talents, Community Involvement

If you have not used your community service and volunteer experiences in "Previous Employment and Experience," put them here. (Do not mix paid employment with volunteer work.)

List some of your hobbies and interests--particularly if they apply to the kinds of jobs which you are seeking.

References

References can be included as the last entry in your resume or separately in your cover letter or application form. If your resume is not too lengthy, include references but omit them if they will make your resume more than two pages long.

Give the name, address, position, and phone number of people who can supply information about your character or abilities. Unless otherwise specified, preference should be given to people for whom you have worked. List people who know you well and who are considered successful or well-known in the community. Your clergyman is always a good choice. Other choices may include professional people, such as teachers, counselors, and school administrators. Still other possibilities are business people with whom you have been in close contact. Be prepared to list three to five references.

Do not list people as references if you have not asked permission to do so. You should ask people if you can use their names as references. Most people are honored, but if some do not want to be listed, they might give you a poor reference.

Do not list people as references whom you suspect will, or can, say something negative about you.

Have your resume typed on good-quality paper and limit it to two pages. Remember, this is an outline, not a two-volume autobiography. You will have an opportunity to tell more about yourself in your cover letter and interview.

For the best visual effect, see if you can fill the page, and don't use two unless you can fill it also. If you find yourself with a half-blank page, play with your margins and spacing until it looks right.

Sample Resume

JANE LYNN JONES
4222 Hilltop Drive
Chickasaw, Pennsylvania 19062

(215) 674-2817

OBJECTIVE

An entry-level clerical position in the publishing field

EDUCATION

Chickasaw Senior High School, Chickasaw, Pennsylvania — Graduated: June 1976

Course work included Honors English, Advanced Typing and Stenography, Business Education, and Accounting.

Honors: Journalism Award for outstanding essay
Citizenship Award

Lee Junior High School, Chickasaw, Pennsylvania — 1970 - 1973

Freshman Class Treasurer
Member Student Council

Clivedon Elementary School, Chickasaw, Pennsylvania — 1964 - 1970

EXPERIENCE

Typist, The Daily Standard, 409 Main Street, Chickasaw, Pennsylvania

As a work-study student, began as errand girl and advanced to regular typist. Responsible for preparing copy for Editor-in-Chief.

Part-time: January 1975 - present

Resume
of
JANE LYNN JONES

Page Two

COMMUNITY SERVICE, INTERESTS, HOBBIES

-- Candy Striper, Community Hospital, Richmond, Pennsylvania: 1974 - present

-- March of Dimes Walkathon participant: 1974, 1975, 1976

-- Studied piano for eight years

-- Maintain a small dressmaking business

-- Design and sew my own clothes

REFERENCES

Mr. James Polk, Editor-in-Chief
The Daily Standard, 409 Main Street, Chickasaw, Pennsylvania 19062
(215) 674-7639

Mrs. Hanna McCoy, Supervisor of Volunteer Services
Community Hospital, 626 Ridge Road, Richmond, Pennsylvania 19065
(215) 682-6000

Mrs. Marilyn Robbins, English Teacher
29 West High Street, Chickasaw, Pennsylvania 19062
(215) 674-8496

LETTER OF APPLICATION - GUIDELINES

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact lives in another city or town.
2. As a cover letter when you are mailing a resume.
3. When you are answering a want ad.

The following guidelines will help you write a letter of application:

1. Write neatly, using care in sentence structure, spelling, and punctuation. (Type if possible.)
2. Use a good grade of business-size white bond paper.
3. Address your letter to a specific person, if possible. (Use city directories or other sources for information.)
4. State exactly the position you are seeking and why you are applying to the particular firm. Note how you learned of the position.
5. Be clear, brief, and business-like.
6. Enclose a resume.

Letters of application will vary considerably depending on the circumstances in which they are used.

Use a blank sheet of paper to write a LETTER OF APPLICATION to a potential employer.

SAMPLE APPLICATION FOR EMPLOYMENT

Date ______________________

Social Security No. ______________________

MR. ( )
NAME MS. ( ) ______________________ Spouse's name, if married: ____________

ADDRESS ____
No. and Street City State Zip

Tel. No. ______________________ U.S. Citizen Yes ☐ No ☐
Residence Can be reached

Height ____________ Weight ____________ Date of Birth ____________

Single ☐ Married ☐ Separated ☐ Divorced ☐

Number of Children ________ Ages ______________________

What special training or skills do you have? ______________________

____

____

Job Desired ______________________ Salary Desired $ ____________

Do you have a valid Motor Vehicle Operator's License? Yes ☐ No ☐

Has your operator's license ever been suspended or revoked? Yes ☐ No ☐

Do you have automobile Liability Insurance? Yes ☐ No ☐

Limits $ ____________ and $ ____________

A detailed resume may be substituted for this page.

EDUCATION

School, City & State		Major Field	Dates Attd. From To	Degree
Elementary				
Jr. High				
High or Voc.				
College*				
Evening				
Other (describe)				

*Official college transcripts required for professional positions.

EMPLOYMENT EXPERIENCE

List present or most recent job first. Include U.S. Military Service.

Name and Address of Employer	Started Mo. Yr.	Left Mo. Yr.	Position	Salary	Reason For Leaving

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SAMPLE APPLICATION FOR EMPLOYMENT, continued

Referred here by: ______________________________

BUSINESS AND PROFESSIONAL REFERENCES – Preferably previous employers (omit if included in resume)

Name ______________________________

Address ____________________ Tel. No. ______________

Name ______________________________

Address ____________________ Tel. No. ______________

Name ______________________________

Address ____________________ Tel. No. ______________

Name ______________________________

Address ____________________ Tel. No. ______________

Name ______________________________

Address ____________________ Tel. No. ______________

To the best of my knowledge all information on this application is true and correct. I understand that the Agency reserves the right to verify all information on this application and that any false statements, misrepresentation, or failure to disclose pertinent information may be considered sufficient cause for my dismissal if hired.

Signature of Applicant ______________

Witnessed ______________
(Interviewer)

Appointees must pass a physical examination.

Exercise 5. Job Interview

To the Group Leader:

OBJECTIVE

To discuss with students the kind of things that will prepare them for a job interview.

MATERIALS

Handout - "Why People Aren't Hired"

PROCEDURE

Begin this exercise with a discussion. Ask students the following questions:

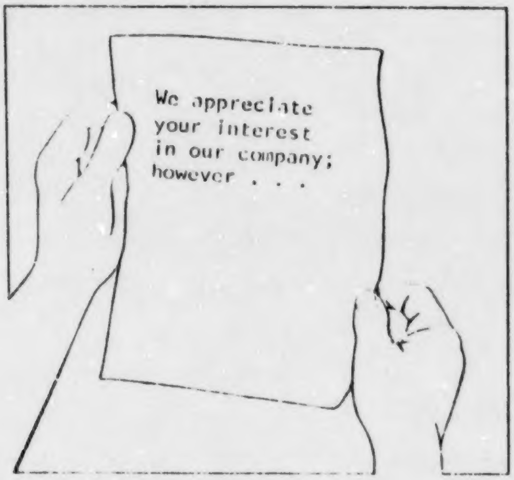
- Does the thought of being interviewed frighten you? Why?
- What kinds of information will make interviews less frightening?

As students answer the second question, list their ideas on the blackboard. Then, using your information sheet "Why People Aren't Hired," discuss with students some of the items listed here that fit into the areas they just identified, along with any others that you feel are important for the students to be aware of. Ask the students to read the list, keeping in mind the fact that many of these negative factors can be turned around and used as factors why other people are hired.

SUPPLEMENTARY ACTIVITIES

Have students imagine that they are potential employers and that the person they are about to interview for a summer job is their best friend. They decide to hire the friend for the position. Have the students describe reasons why they (employer) would hire this person (best friend).

WHY PEOPLE AREN'T HIRED



Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant, in order of frequency (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University):

1. Poor personal appearance
2. Overbearing/overaggressive/conceited: "superiority complex" - "know-it-all"
3. Inability to express self clearly - poor voice, diction, grammar
4. Lack of planning for career - no purpose and goals
5. Lack of interest and enthusiasm - passive, indifferent
6. Lack of confidence and poise - nervous - ill-at-ease
7. Failure to participate in activities
8. Over-emphasis on money - interest only in best dollar offer
9. Poor scholastic record - just got by

10. Unwilling to start at the bottom - expects too much too soon
11. Makes excuses - evasiveness - hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look the interviewer in the eye
20. Limp, fishy handshake
21. Indecisive
22. Loafs during vacations - lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for a short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for the applicant
31. No interest in company or in industry
32. Emphasis on whom the applicant knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant - strong prejudices

WHY PEOPLE AREN'T HIRED, continued

38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High-pressure type
50. Indefinite response to questions

Exercise 6. Simulations

To the Group Leader:

OBJECTIVE

To give students an opportunity to role-play job interview situations.

MATERIALS

Handouts - "Questions Often Asked During an Interview"
"Employment Simulations"

PROCEDURE

Explain to students that today's exercise will involve them in role-playing job interview situations. Distribute "Questions Often Asked During an Interview." Have students review it and answer any questions they might have. Then hand out "Employment Simulations," the four role-play situations for this exercise. Have students choose a partner with whom they will role-play, one being the employer and the other the applicant, with each alternately switching roles (i.e., if student A is applicant during first simulation, then student A is to be employer during second simulation). Student playing role of employer should refer to "Questions . . . " whenever possible. Students should be encouraged to look at alternate ways of handling the problems illustrated by these situations and discuss what behavior will produce the best results.

SUPPLEMENTARY ACTIVITY

Have students describe situations from their own experience in which they were looking for a job. They may want to write a short simulation around the incident. It may be helpful for students to role-play themselves in a situation of personal importance, and for group members to take the other roles after the student has carefully described the situation and the people involved. The group can provide the student with a relatively non-threatening setting for experimenting with alternate responses to the situation which may be more rewarding. If students are experimenting with a behavior which is contrary to what they really feel, they may express true feelings by turning their heads and speaking in an aside, while still going through with the prescribed behavior. Role-playing can make a situation more real and increase the involvement of group members.

QUESTIONS OFTEN ASKED DURING AN INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

EMPLOYMENT SIMULATIONS

Simulation 1

This is the first time you've ever been interviewed for a job and you're nervous. You arrived at the office an hour before your scheduled interview. You've had a chance to talk with two other applicants for the same job. They all have finished high school and are in college. You're just a junior in high school. You're not sure you have a chance now. It's time for your interview.

Role-play your behavior while someone else acts as the potential employer.

Simulation 2

You are applying for a job and are being interviewed. You feel sure you can do the job of file clerk but you lack the experience. The ad said, "Experience preferred." In a telephone conversation, the employer told you someone with no experience would be considered if they were convinced the applicant could do the job.

During an interview, convince the employer you are the right person for the job.

Simulation 3

You are filling out an application for a job that you want very much. There are several other people applying for the job. As you begin to read the application, you panic. There are lots of words you don't know. You go on, answering as many questions as you can. When you complete the form, you notice you have left many spaces blank. One by one the other applicants turn in their forms and wait for their interviews. Finally, it is your turn. The interviewer gives you a cold stare when you walk in.

Role-play your behavior while someone acts as the interviewer.

Simulation 4

You are applying for a new and exciting job. You are required to have two recommendations from your high school teachers. You didn't get along too well with most of your teachers or with many of the students. Since high school, however, you've matured considerably. Relatives and people who have known you for years constantly comment on your improved behavior and attitude. How can you convince the high school teachers to recommend you, the class troublemaker, favorably?

Role-play a conversation requesting a letter of recommendation.

Exercise 7. Summer and Part-Time Placement

To the Group Leader:

OBJECTIVE

To have interested students research the options for summer and part-time employment.

MATERIALS

Want-ad listings from community newspapers

PROCEDURE

If you have students who are interested in summer or part-time employment, have them bring in want ads of such listings from community newspapers. After they have chosen two or three listings from the paper which appeal to them, have them prepare cover letters for each along with a copy of their resume. Have them apply for the job and follow their progress concerning interviews and results.

SUPPLEMENTARY ACTIVITIES

1. Have students get in touch with the Chamber of Commerce to get any information on number of projected jobs for summer for high school students. Have them examine past efforts by Chamber of Commerce to make summer jobs available for high school students.
2. As an Academic Resource Center project, some students might set up a job referral service, where they gather information about openings and make them available to other students. This could be done in conjunction with the school guidance counselor who usually handles job information.

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YEAR-END WRAP-UP

This is the complementary unit to ORIENTATION. The group leader should ask students to look back over the past year and discuss how they have changed and what they have learned. Group leaders and Career Development people can take this opportunity to let the students evaluate the program and vice versa.

As a beginning framework, students can re-do the exercises from ORIENTATION and re-take the Self-Directed Search. Upon completion, students and group leaders should analyze the differences between the initial exercises and those completed as part of this activity.

APPENDICES

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Appendix A

PSYCHOLOGICAL BASIS FOR THE CAREER CLARIFICATION PROGRAM

The typical high school is an artificial environment. It is an unnatural sequestration of young people of a narrow age range, reflecting a limited geographic base, and, frequently, a restricted socio-economic stratum as well. Students tend to develop a narrow philosophy and set of values that largely go unchallenged in such an environment but are frequently roundly criticized by the outside milieu.

The Career Clarification Program, operating within the context of a career education focus, attempts to inject the reality and value stances of the workaday world into the relatively insulated school environment. Cooperative academic-economic sector career education integrates the world at large and the classroom in a planned way. Work experience provides the link to reality, as well as the structure upon which to build relevant academic learning and self-learning. Experientially-based career-clarification and career-definition experiences, intermixed with quasi-confined group sessions, provide an opportunity for intellectual and affective internalization of the broad dimensions of career definition.

The Career Clarification Program consists of a facilitating structure, valid content, and an integrative process to promote: (a) the exploration of self as a basic form of learning, and (b) the interaction of the evolving self with academic preparation, community responsibilities, and the world of work, both as concept and as reality. The Career Clarification Program focuses upon two broad psychological concepts: (1) self-concept, and (2) life space.

Self-Concept or Self-Structure

Carl Rogers defines the self-concept as an organized conceptual gestalt consisting of individuals' perception of themselves alone and of themselves in relation to other persons and objects in their environment, together with the values attached to these perceptions. The self-concept is considered to be fluid and changing, a process rather than an entity. The degree to which the self-concept is amenable to change is a function of the quality, intensity, and duration of experiences and the degree to which these experiences can penetrate previously internalized psychological defenses.

Here is an abbreviated account of salient points related to the self-concept as defined by Rogers*:

1. Every individual exists in a continually changing world of experience of which that individual is the center.
2. The individual reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, "reality."
3. Behavior is basically the goal-directed attempt of the individual to satisfy perceived needs.

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*C. R. Rogers, On Becoming A Person (Boston: Houghton Mifflin, 1961).

4. The best vantage point for understanding behavior is from the internal frame of reference of individuals themselves.
5. Most of the ways of behaving which are adopted by individuals are those which are consistent with their concept of self.

Life Space

Kurt Lewin proposes that behavior is conditioned by the person and the person's environment.* Individuals perceive the environment as a function of their personality, development, and knowledge. To understand behavior, the individual and the environment must be considered a constellation of interdependent factors. The sum of all environmental and personal factors in interaction is called the life space or psychological space. The dominant characteristic of maturation is increasing differentiation of the undifferentiated and unstructured areas of the life space.

According to Lewin, adolescence is a period of transition in which the individual changes group membership. While both the child and the adult have relatively clear concepts of their group belongingness, the adolescent belongs partly to the child group, partly to the adult group. The adolescent is embedded in an unstructured social and psychological field. The change of life space from relatively structured childhood to the unknown regions of adolescence encompasses not only social relationships, body image, and expanded geographic surroundings, but also time perspective. Time perspective allows adolescents to understand the past, adopt new outlooks toward the future, and plan their own lives.

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*K. Lewin, A Dynamic Theory of Personality (New York: McGraw-Hill, 1935).

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There are several other concepts within Lewin's theory that have special significance for a career clarification program. One is the dimension of reality-irreality. Irreality refers to fantasies, dreams, wishes, fears, and certain forms of play.

If the life space remains unstructured, the personality lacks integration and organization. Individual development, then, is towards an optimal differentiation of life space. Optimal differentiation is a function of freedom to advance to new regions and to have new experiences. Thus, the attainment of maximal life space emphasizes the developmental need for independence, but also provides another developmental need for a kind of dependency in the form of structure, support, and guidance.

As children grow older, understanding of reality enables them increasingly to distinguish between truth and falsehood, perception and imagination. Another psychological construct of importance is the space of free movement, defined as that region in the environment accessible to each individual both in scope and nature.

The Career Clarification Program, then, focuses upon structure, content, and processes that will help individual students develop:

1. An increase in the scope of their life space in regard to:
    a) what is psychologically present in their environment,
    b) time perspective in the direction of the psychological past and the psychological future, and
    c) the reality-irreality dimension.
2. An increasing differentiation of every level of the life space into a multitude of conceptualizations, social relations, and activity areas.

3. An increasing organization of every level of the life space.
4. A change from rigidity to fluidity of the life space.

Career Clarification as Integration of Self-Concept and Extended Life Space

The Career Clarification Program exposes the student to content, methodologies, and viewpoints correlating the diversity of options and alternatives of the social scene. More importantly, the student is invited to confront issues through self-study, observation, and on-site employment experiences. As human beings and responsible persons in their own right, students are guided to internalize cognitive and connative experience (life space) into a personalized, unified gestalt (self-concept). The program's exercises and experiences enable the student to manage the conflict and dissonance inherent in career definition and preparation in an open, logical, yet personally-derived, subjective manner. The extent to which the student achieves a measure of personal integration and the degree to which valid data are made available mitigate against impulsive stereotyped behavior which, in the total context of career choice, is a neurotic reaction to confusion and ignorance of self and the significant environment.

Career clarification is a learning process. Two general kinds of learning have been defined. In the first, students submit to the demands of a system defined and developed by others. Because the information imposed by this system has little or no personal meaning, it is not easily learned and is quickly forgotten. In the second, and more desirable, mode of learning, students discover a personal significance encompassing their thoughts and feelings. This act of discovery is best achieved by means of an experiential process defined by Carl Rogers* to include personal involvement, knowledge pervasion, evaluation by the learner, and relevant content.

The basic philosophical assumptions for an experiential, self-learning process are that:

1. The student is accepted as a valuable and unique individual, capable of growth toward self-initiated learning and achievement.
2. The student assumes active responsibility for personal learning.
3. The needs of the student significantly define the learning activities and materials.
4. The significance of the learning activities and materials is collaboratively defined by the student and others (teachers, employers, the community).
5. The student learns through active involvement in problem-solving.
6. Significant judgments, choices, and decisions are the prerogative of the student.
7. The exploration of alternatives and the search for new interpretations, ideas, and solutions are inherent in the learning process.
8. Self-evaluation is fundamental; evaluation by others is growth-oriented rather than merely grade-related.

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*C. R. Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill, 1969).

9. Peer, teacher, and employer feedback associated with evaluation is descriptive, not judgmental.

10. Student ideas, opinions, and suggestions are valued as program modifiers.

Appendix B

GUIDANCE PHILOSOPHY OF THE CAREER CLARIFICATION PROGRAM

Guidance begins with an individual's freedom and responsibility to make decisions. The need for guidance becomes critical when students must choose among a number of vague alternatives. Guidance is not merely performing services for the student, such as providing information about the academic program, processing college applications, or aiding in a job search. A more essential function is developmental and educative. Guidance is a process in which a qualified person assists others to appraise themselves, to make decisions consistent with this appraisal, and to assume responsibility for acting on these decisions. Students are helped not only to deal with immediate concerns, but to identify more deeply who they are and what they might become. Through guidance, students learn to guide themselves.

In view of the importance of work in our society, choice of occupation must be considered a major life decision, although the process usually followed by most young people in making career decisions does not reflect this importance. The literature documents the impermanence of early occupational decisions. Much occupational mobility is unquestionably due to ever-changing occupational requirements and economic factors. However, a significant portion of these changes must be attributed to members of the labor force having made their selections based upon inadequate information about, and experience with, the world of work. The Career Clarification Program is designed to improve understanding of: (1) the work environment and its opportunities; (2) personal strengths and weaknesses, goals and plans; and (3) the degree to which academic accomplishments can service emerging life-career goals.

Objectives of the Career Clarification Program

The Career Clarification Program is designed to promote student behaviors related to the following:

1. Self-appraisal through:
   - Feedback from diagnostic test results and academic achievements.
   - Dynamic information-processing systems utilizing current data generated by industry, government, and academic sources.
   - Integration of data with personally-derived academic and occupational goals.
   - Goal-setting and action-planning within a context of value clarification and personal value definition.
   - Goal-setting and action-planning through an emphasis on alternative-seeking and problem-solving.
2. Practice in planning, problem-solving, decision-making as functional processes through the development of the facilitative skills of:
   - Basic problem-solving.
   - Information processing.
   - Communications.
3. Personalized career clarification, career definition, and career planning through:
   - Personal development in terms of self-knowledge related to values, strengths, and weaknesses.

- Integration of academic achievement, both past and present, with emergent life goals.
- Integration of career plans with occupational information and multi-level academic information.
- Integration of career plans with knowledge of, and attitude toward, the economic sector.
- Integration of self with outcomes from experiences within the economic sector.
- Involvement with social service contributions to the community.

The program seeks to accomplish the following goals:

1. To increase the accuracy of the individual's self- and environmental perceptions.
2. To improve the individual's ability to obtain information related to social, academic, and career development.
3. To improve the individual's ability to make and execute plans, solve problems, make decisions, and take action.

Basic Assumptions of the Career Clarification Program

1. Career interest definition, choice, and planning provide a way of looking at problems. This view does not necessarily depend upon the use of any specific analytical sequences or programmatic aids.

2. The examination of problems can be useful in career definition and choice. In a majority of cases, a sequential plan is rewarding in terms of explicating alternatives and directing thought to implications in terms of personal goals, objectives, and short- and long-term plans.

3. A sequential program is, in no sense, an alternative to good judgment. The program's intent is not prescriptive; rather, it is a supplemental tool to complement individual judgment.

4. Judgment, conditioned by personal values, is always of final critical importance in the utilization of any program. Personal judgment activates the choice of alternatives and the selection of courses of action.

5. A sequential program emphasizing systematic analysis and planning is a valuable component of a guidance system designed to complement a career education experience. Analysis and planning are best accomplished using a rational problem-solving approach. This problem-solving focus serves to explicate the total career clarification process. In general, the questions to be reiteratively asked are:

a. What are the challenges facing the individual?

b. How do these challenges affect the individual's academic and occupational aspirations in terms of reality and adequacy?

c. What are the resultant goals of the individual?

d. What are the attainable sub-goals?

e. Which school and community resources are needed to achieve these goals?

f. Which strategies will capitalize on an experience-based career education program?

g. What actions are necessary to implement these strategies?

h. How can this action plan be implemented and tested?

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Appendix C

THE STUDENT SELF-DIRECTED LEARNING MODEL AS A PROCESS OF THE CAREER CLARIFICATION PROGRAM

A generic learning model, the Self-Directed Learning Model (Figure 1), underlies the experiential focus of the Career Clarification Program. The model serves as a structuring device, reinforced at every opportunity by the activities that comprise the self-oriented experiential-base of the program. Accordingly, the model not only facilitates self-learning, but also promotes the transference of the knowledge gained to reality-based academic and career-interest usage. The basic goal of the program is for students to learn to be active problem-solvers. The experience of the individual, the actions taken, the process of sensing a need, focusing upon alternatives, assembling a knowledge base, and collecting data, that is, implementing the problem-solving process, are all guided by this learning model. The model not only guides the procedures to be followed within the group activities, but involves a continuing process which, once internalized, becomes part of the individual's behavioral repertoire and subsequently is applied to life problems.

The process model consists of the following steps:

1. Stimulus. Defined broadly, stimulus includes the whole range of experiences that have an impact upon the students. In the

SELF-DIRECTED LEARNING MODEL

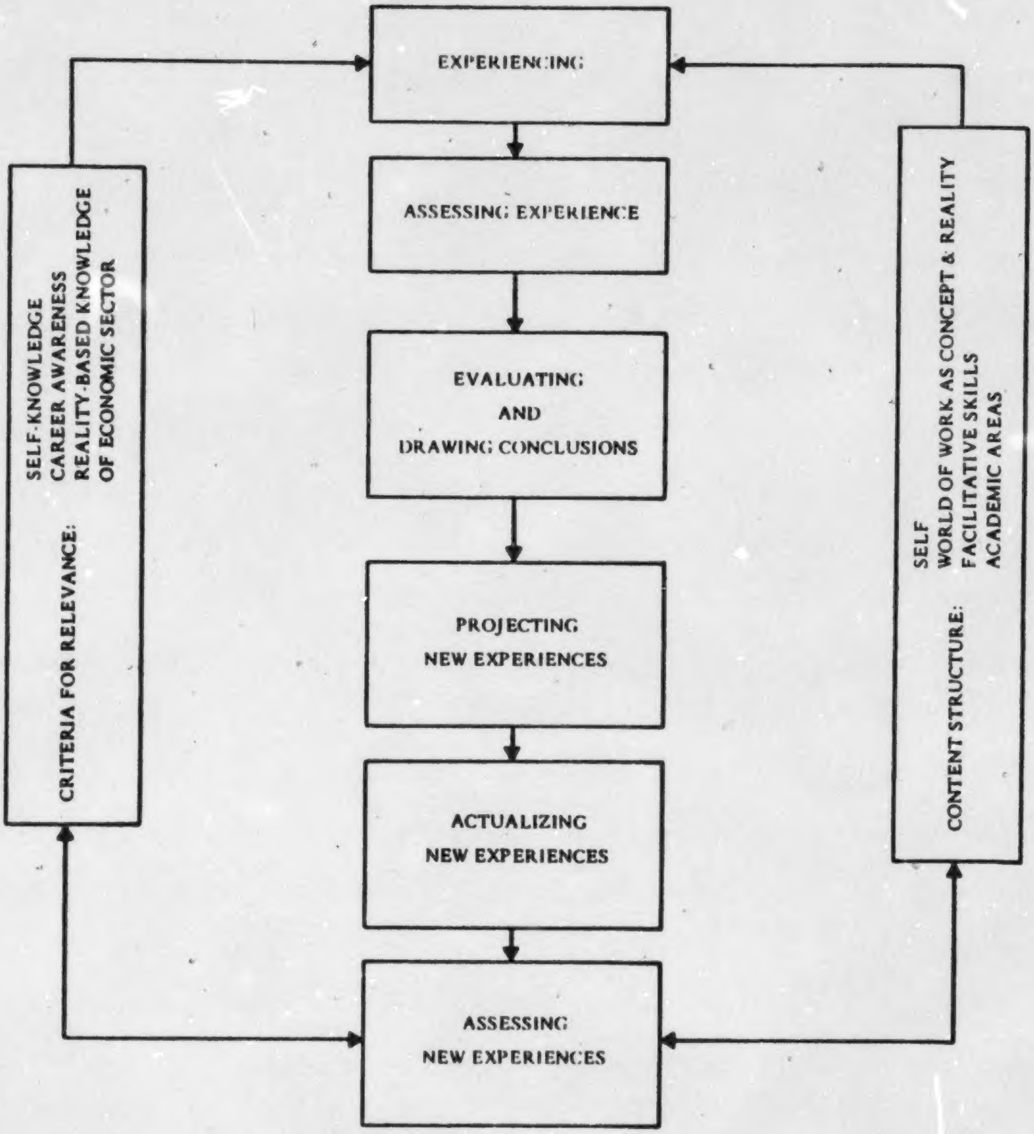
EXPERIENCING
ASSESSING EXPERIENCE
EVALUATING AND DRAWING CONCLUSIONS
PROJECTING NEW EXPERIENCES
ACTUALIZING NEW EXPERIENCES
ASSESSING NEW EXPERIENCES
CRITERIA FOR RELEVANCE: SELF-KNOWLEDGE
CAREER AWARENESS
REALITY-BASED KNOWLEDGE OF ECONOMIC SECTOR
CONTENT STRUCTURE: SELF
WORLD OF WORK AS CONCEPT & REALITY
FACILITATIVE SKILLS
ACADEMIC AREAS

Figure 1

Career Clarification Program, the stimuli within group settings are exercises and data related to the formulation of tentative self-defined goals and action plans.

2. Individual reflection and data collection. Stimulus situations common to group members guide participants to examine their own condition. Data applied to the stimulus situations come from the participants' own experiences within the program. The reality-base inherent in this knowledge source injects the past experience of the participant into the learning activity. The reality context increases the level of internalization and, thus, the subsequent learning.

3. Analysis, assessment, and evaluation of the stimulus. This phase begins with individual exercises and evolves into group discussion. The assumption is that substantial learning occurs only when an experience is assessed and evaluated in terms of individual perspectives. Individual appraisal of stimulus situations is discussed in a group context so that perceptions can be shared and idiosyncratic biases exposed. Hopefully, discussion will initiate challenges arising from the perceptual differences of group members. This experience is essential to the formulation of new values and motivation, an anticipated outcome of this phase. Discussion of situational problems reflecting reality to the participants and evaluation with respect to criteria internalized from past experience carry special potency and can contribute significance to behavioral changes.

4. Re-assessment and re-evaluation. Insights gathered from group discussion of stimulus situations are the bases for new perceptions which are integrated into the individual's perspective of the situation.

5. Modification, restructuring, and transformation. Group discussions directed at reaching personally-relevant decisions extend

the integrative function and may demand modification and restructuring, or a complete transformation, of the participant's perceptions related to the problem areas.

6. Modified set of expectations. This new perceptual set, the result of modification and restructuring of previous perceptions, is generalized to past experiences and applied to future concerns.
7. Problems and questions. Further sensing of unsolved problems and unanswered questions and greater clarity and identification of needs and concerns emerge from the new set of expectations.
8. Objectives and plans. Tentative personal plans are designed to achieve stated objectives.
9. Tentative organization and preparation. Plans and associated activities necessary for implementation are conceived.
10. Skills and resources. The tentative strategy is matched to required skills and resources.

Characteristics of the Self-Directed Learning Process

The model described above has characteristics which guide the behaviors of staff and students:

1. The model is student-centered. The focus is upon learning rather than teaching. The main concern of an activity is its utility to the student.
2. A central theme is individuality. The system services individual development, rather than the student servicing the system.
3. Thinking and problem-solving are emphasized. Problem-solving concerns real-life, individually-oriented situations, rather than rigid textbook exercises.

4. The focus is on exploration and discovery. The learning of facts is guided by problem relevancy and solution.

5. Individual responsibility is paramount. The student has a role in deciding what is needed and assumes the responsibility for acquiring it.

6. Resources are available to assist the student in the problem-solving, information-gathering, decision-making processes. A transactional learning-teaching mode facilitates the discovery and definition of problems, aids information-seeking, and encourages decision-making.

7. Students are involved in establishing personally-derived goals, rather than accepting institutionally-defined goals.

8. Learning how to learn is inherent in the model. Self-initiated learning is a potential mediator of the impact of change.

9. The teacher or group leader is a facilitator of learning. The student and instructor collaborate to establish learning and performance objectives.

10. Since knowledge per se does not necessarily lead to desirable behavior, an integrative process linking affective and cognitive functions is relevant program content.

The generic process model is not specific to a single concern or knowledge usage. It is a process that may be employed, almost unchanged, in a number of situations. Inherent in the process are skills which are instrumental to successful accomplishment. They facilitate individual functioning within the process model. The skills comprise the functional competencies of the individual planner/problem-solver/decision-maker. Functional competencies specifically refer to: (1) information-processing skills, (2) communication skills, and (3) the basic elements of rational problem-solving. The content designed to transmit these skills is integrated into the curriculum sequence.

Information-Processing Skills

Information-processing skills are utilized extensively in planning, problem-solving, and decision-making. These skills encompass gathering information relevant to the issue confronting the individual, assessing the utility of that information in terms of desired outcomes, and incorporating the information into the planning, problem-solving, and decision-making processes.

The first step in building information-processing skills is to develop a sense of location. The individual must have a feel for the kind of information needed and where it can be found. Within the structure of guidance groups and resource-site experiences, students learn about sources of career and educational information. The guidance group structure provides an arena for the student to both develop and test out information-processing skills.

Location of information invariably leads to further information through references. Students learn to research references and continue the search for data. In this manner, they expand their information bases and gain skills in information retrieval.

Next, students begin to process data in terms of an eventual decision, sifting through information and eliminating that which is not relevant to the problem. All pertinent data must then be assimilated into the overall knowledge base and evaluated relative to the issue. The data, now incorporated into the student's reference point, are directly used in the decision-making/problem-solving process (Figure 2).

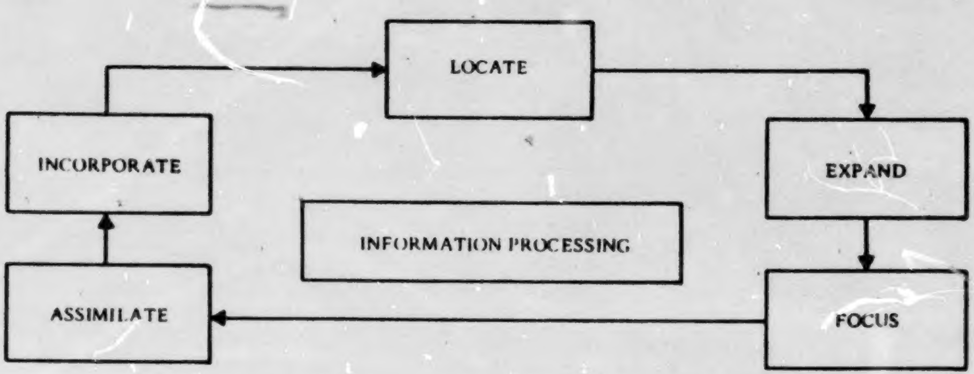

Figure 2

Communication Skills

Individuals are unique in the way they present themselves and react to people and events around them. People's reactions to their surroundings determine, to a large degree, the relationships they will develop. Communication skills refer to those skills involved in relationships and interaction of a person with one or more individuals. The development of these skills builds individual strength in verbal, non-verbal, and written communication, as well as group and individual dynamics. A prime purpose for developing personal communication skills is to expose students to the levels and patterns of communications formed through verbal and non-verbal behavior. Extending this, personal communication skills development attempts to improve the students' awareness of others' reaction to verbal and non-verbal behavior and to improve their ability to present themselves to advantage.

Communication skills are involved in all those activities necessary to formulate career goals and direction, to evaluate the potential alternatives available within the scope of those goals, and to actively seek and maintain positions congruent with the aspiring career goals. Inherent in the development of communication skills is the ability to continuously re-evaluate one's goals and the effects significant others may have on their attainment.

Problem-Solving Skills

The Career Clarification Program integrates a wide range of problem-solving skills and behaviors in logical arrangement. The sequence includes skill development in identifying assumptions, defining problems, generating ideas, applying criteria, planning, implementing, and evaluating. While an individual may not always use these skills systematically, they can serve as a reference base and stimulate utilization of a rational approach to problem-solving.

The steps in the problem-solving process include:

1. Define the problem.
2. Describe the desired outcomes (goals and objectives).
3. Propose alternatives.

4. Analyze alternatives.
5. Select the best alternative.
6. Formulate an action plan.
7. Implement the action plan.
8. Feedback, evaluate, recycle.

It should be noted that, although the steps in problem-solving are shown to be iterative, at any point in problem-solving, thinking may cycle forward or backward, missing steps or adding new ones. This is a critical consideration to the group process in which the model is implemented. Although the sequence of the curriculum materials is based on the problem-solving model, implementation must be flexible and sufficiently tentative to permit this recycling of thought and action.

The emphasis is on inquiry and discovery and the use of all elements of the Career Clarification Program to develop the facilitative skills. Through inductive approaches, students collect information from a wide range of sources, organize it, and develop their own generalizations and conclusions. They formulate hypotheses and check them against data which they seek out.

Just as inquiry and discovery are the key words to indicate the instructional strategies, multi-resource and a systems approach characterize the learning materials. Reading materials, such as the SRA Career Information Series, government publications, and statistical reports on employment trends, are used to facilitate learning of the facilitative skills. Resource sites serve as sources for factual inputs in student inquiry and discovery.

The systems approach of the instructional mode requires that activities and related materials serve the immediate instructional purpose and suit the characteristics of the learner. Differences in learning style and readiness among students can be met, at least in part, by the open-ended nature of the activities and their related materials. Simulation and role-playing are techniques employed to stimulate involvement and interest.

During this sequence of skill development, the group leader's role is predominantly that of teacher, engaging in behaviors expected of teachers as opposed to those expected of counselors, as the group leader interacts with students to produce specific skill outcomes.

Appendix D

THE GROUP LEADER AS A CRITICAL DIMENSION

In the Career Clarification Program, the primary influence for behavior change is the learning group. It is the role of the teacher and/or counselor, acting as group leader, to facilitate meaningful learning experiences and help students apply new knowledge and test emergent skills in solving problems within the group and in other school and non-school situations.

The performance and effectiveness of the leader depend not only upon the directions provided for the exercises and lessons, but also upon the leader's style, perceptions, sensitivity, and competencies in meeting the demands of the role. The literature, in discussing the role of group leader, describes five main functions:

1. Creating situations conducive to learning. The leader structures the situations in which the students interact. The leader establishes relations within the group and defines potential points for useful learning. As each student experiences problem-solving situations, the leader assists with analysis and provides commentary. Each participant gains potentially useful insights into personal behavior which, in turn, can be strengthened by peer evaluation and group discussion.
2. Establishing a model for behavior. The leader's activity in the group provides a model for behavior. The leader's approach to

problem-solving, acceptance of criticism, non-judgmental comments, willingness to evaluate personal behavior, and ability to raise questions and to express personal feelings are behaviors through which the group leader helps establish acceptance and freedom of expression in the group.

3. Introducing new values. The leader introduces new values into the group through behavior focusing attention on those problems which the leader feels the group should eventually handle. For example, the leader's willingness to relinquish a position of authority carries a host of implications for the group.

4. Facilitating the flow of communication. The leader helps to identify barriers to communication between individuals. By raising questions, clarifying issues, and encouraging participation of group members, the leader facilitates the development of mutual understanding and agreement. When sources of difficulty are below the level of student awareness, the leader identifies the problems and promotes recognition and potential solution.

5. Participating as an "expert." The leader, as an "expert," is responsible for teaching problem-solving approaches and skills, basic communication skills, and group process skills. Although an expert, the leader gives maximum responsibility for decision-making to the students.

The group leader has four group-related roles:

1. Group guidance, involving:
    a. Orientation of the student to the career education program, especially its related academic curriculum choices and experientially-based work focus.
    b. Interpretation of a standardized test battery (aptitude, interest, and achievement tests) useful for student self-appraisal.

c. Computerized procedures for information processing, if technically feasible.

d. Reality-based testing of decision-making skills and occupational interests.

2. Group counseling, loosely structured, with the focus on discussion of student experiences in the program and resource-site activities. Students are encouraged to explore the personal significance of their experiences. The purpose of group counseling sessions is to provide each student with the opportunity to communicate, in a special way, with peers and with an experienced group leader. Although they contain some protective controls, the group sessions have an atmosphere of freedom which is rarely achieved in other social settings, including adolescent friendship groups. Students are free to choose the role of active participant and/or observer. In either role, students can deepen their understanding of the feelings and values of others as revealed during the discussions, and can apply this understanding to an examination of personal attitudes. Furthermore, as they feel safe to do so, students can analyze their own attitudes and behavior as part of the group discussion, asking group members to help in the analysis. Such exploration and exchange of beliefs among students sometimes leads to discomfort, but the ground rules developed by the members, coupled with the presence of an understanding group leader, enable the issues to be resolved, and a safe, open atmosphere to be maintained.

Group counseling has limitations. Some students may never really become part of the group, although they may profit merely by observing and listening to others. At times, the group may be dominated by a few participants who maneuver the discussion to satisfy their own interests and needs and stifle participation by willing, but less aggressive, members of the group.

However, the advantages of an open, but protected, group situation in which individuals can learn about themselves and about each other considerably outweigh the limitations. Group counseling provides an experience which cannot be duplicated in individual counseling or in other structured interactions.

3. Individual counseling for feedback and planning. Other program elements will have made students aware of questions and dilemmas which they might wish to explore in a private setting.
4. Consulting with other adults, such as staff members and community participants in the program.

The group leader implements the curriculum of the Career Clarification Program and supplements the program with input from school staff and community resources. Data about local and regional occupational patterns and needs can be collected from local agencies. Current vocational statistics, government and state-level publications on vocational outlooks and opportunities, and demographic compilations are also vital in student decision-making and must reflect student needs in terms of utility, topicality, and accuracy. Compiling necessary information requires planning and the establishment of a relationship among the school district, the local and regional communities, and economic sector* representatives.

The group leader, in collaboration with other members of the school staff, must extensively adapt the curriculum of this program to fit the unique needs of the students and the character of the local and regional occupational pattern. The staff curricular contributions may include:

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*See the Career Development component materials of the RBS Career Education Library for a discussion of one approach to establishing such a relationship.

- Curriculum units. such as: *The Local Region as a Labor Market*; *Self-Identity and Justification through Work*; *The American's Quest for Self-Fulfillment*; and *The Sociology of Economic Institutions*.
- Exercises to help students assess local values and attitudes toward work.
- Materials to facilitate interpretation of standardized tests.
- Materials to facilitate information-processing of local data.

Appendix E

THE DEVELOPMENTAL GROUP* AS THE STRUCTURE FOR THE CAREER CLARIFICATION PROGRAM

The guidance group seeks to help students:

1. Make repeated appraisals of themselves in terms of their interests, aptitudes, and values.
2. Collect and evaluate information and experience pertaining to the world of work.
3. Relate information to a set of tentative life and career alternatives.
4. Practice decision-making in simulated and actual settings.
5. Develop personalized life and career objectives.

Personalization for the individual is in terms of active involvement in making academic and career choices within the context of one's own values, preferences, and goals.

The guidance group activities emphasize cognitive input, value definition, and career clarification through application of certain problem-solving and decision-making techniques. The basic vehicle for implementation of these activities is the developmental group. Knowledge about human behavior strongly suggests that value-related behavior is heavily influenced by the individual's group memberships. Attempts at behavior change that do not capitalize on the motivational possibilities inherent in group structures disregard one of the most potent available tools for change. This is especially true in regard to value clarification, since most individual values are defined through interactions within the social context of everyday life. The developmental group serves as a miniature social milieu in which many dynamics of the individual's life setting are duplicated.

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*For further discussion, see: D. H. Blocker, Developmental Counseling (New York: Ronald Press, 1966).

In some of the early group exercises of the Career Clarification Program, the emphasis is primarily on information-giving and information-processing within group settings. The value-oriented materials of this later segment utilize the dynamic group potential and setting as catalytic ingredients to promote behavioral goals of growth and self-actualization.

The developmental group uses a problem-solving approach in which the group establishes goals or purposes genuinely representative of group concerns or problems. Once organized around a common purpose, the developmental group provides for:

1. Mutual support. Feelings of isolation and loneliness that develop from the perception that no one else has ever experienced the same feelings can be reduced through a cohesive group. Common-problem groups can break down these feelings of isolation and replace them with feelings of mutuality and belonging.
2. Empathy and insight. In cohesive groups organized around common concerns, members develop insight into and empathy for others and their problems. This climate promotes introspection from which self-knowledge can develop.

3. Focus and direction. The common problems which groups identify can quickly establish a focus and direction for the counseling process.

It is essential that the group leader avoid dominating the group. The leader must understand group processes and be sensitive to member needs. The main function of the leader within the group is to establish a climate that permits maximum participation and involvement of all members and encourages mutual trust and integrity. When this learning environment has been established, the group leader can move into the role of member and allow the leadership function to be shared among members as the situation dictates.

Operational Dimensions of Developmental Groups*

There are certain group properties or characteristics that must be recognized and accommodated if the group is to function collectively to achieve group and individual goals. These characteristics are:

1. Background. Each group has an historical background or lack of it which influences its behavior. Members of a new group may have to devote much of their time and energy to getting acquainted with one another and with the group's task, as well as to establishing ways of working together.

   Members come into a meeting with some expectations. They may have a clear idea of what the meeting is about or they may be puzzled about what is going to hap[illegible]ey may be looking forward to the meeting or dreading it; they may feel deeply concerned or indifferent. In some cases, the boundaries around the group's freedom of action may be narrowly defined by the conditions under which it was created or so poorly defined that the group doesn't know what its boundaries are.

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*For further discussion, see: M. S. Knowles and H. F. Knowles, Introduction to Group Dynamics (New York: Association Press, 1959), pp. 39-62.

Questions that help to provide an understanding of a group's background include:

- What is the composition of the group?
- What are the previous experiences and prior friendship patterns of the members?
- How were group members selected?
- How well are the members prepared to enter the group?
- What are the members' expectations about the group and their roles in it?

2. Participation pattern. Every group has a participation pattern. For instance, communication may be all one-way with the leader only talking to the members, or it may be two-way with the leader speaking to the members and the members responding, or it may be multidirectional with all members speaking to one another and to the group as a whole. Studies do not indicate the superiority of any one participation pattern. The appropriate pattern depends upon the requirements of a given situation. In general, studies show that broader participation among group members leads to deeper interest and involvement. Questions that reveal participation patterns are:

   - How much of the talking is done by the leader? How much by the other members?
   - To whom are questions or comments usually addressed: to the group as a whole? to the leader? or to particular members? Do the members who don't talk much seem to be interested and listening alertly (non-verbal participation)? Or are they bored and apathetic?

3. Communication. This property has to do with how well group members understand one another--how clearly they communicate their

ideas, values, and feelings. Even non-verbal communication can be eloquent. The members' posture, facial expressions, and gestures tell a great deal about what they are thinking and feeling. Questions that indicate the quality of a group's communications are:

- Do members express their ideas so that the entire group understands them?
- Do members frequently pick up on contributions made by other members and build their own ideas on them?
- Do members ask for clarification when they don't understand a statement?
- Are responses to statements frequently irrelevant?

4. *Cohesion*. The cohesiveness of a group is determined by the strength of the bonds that bind the individual parts together into a unified whole. This property indicates the morale, the team spirit, the strength of attraction of the group for its members, and the interest of the members in what the group is doing. Symptoms of low cohesion include conversations between pairs of members outside the main flow of the group's discussion and the emergence of cliques, factions, and subgroups. Questions about the group's cohesion include:

   - How well does the group work together as a unit?
   - What subgroups are there and how do they affect the group?
   - What evidence is there of interest or lack of interest on the part of members in what the group is doing?

5. *Atmosphere*. Although an intangible entity, atmosphere is usually fairly easy to sense. The literature refers to the *climate* of the group with such characteristics as *warm*, *friendly*, *relaxed*, *informal*, *permissive*, *free* (in contrast to *cold*), *hostile*, *tense*, *formal*, *restrained*. Atmosphere affects how members feel about a group and the degree of spontaneity in their participation. Atmosphere can be probed by such questions as these:

- Would you describe this group as warm or cool, friendly or hostile, relaxed or tense, informal or formal, permissive or controlled, free or inhibited?
- Can opposing views or negative feelings be expressed without fear of punishment?

6. Standards. Every group develops standards concerning proper and acceptable behavior; for example: which subjects may be discussed, which are taboo; how openly members may express their feelings; the propriety of volunteering one's services; the length and frequency of statements considered allowable; and whether or not interrupting is permitted. Questions about standards include:

   - What evidence exists that the group has standards regarding such matters as self-discipline, sense of responsibility, courtesy, tolerance of differences, freedom of expression?
   - Are there any marked deviations from these standards by one or more members? With what effect?
   - Do these standards seem to be well understood by all members or is there confusion about them? Which of the group's standards seem to help, and which seem to hinder, the group's progress?

7. Sociometric pattern. In every group, participants identify certain individuals that they like more than other members. These relationships, sociometric patterns, have an important influence on the group's activities. Questions which help to reveal the sociometric pattern include:

   - Which members tend to identify with and support one another?
   - Which members seem repeatedly at odds?

8. Structure and organization. Groups have both a visible and an invisible organizational structure. The visible structure, which may be either highly formal or quite informal, makes it possible to achieve a division of labor among the members to get essential things accomplished. The invisible structure consists of the behind-the-scenes arrangement of the members according to relative prestige, influence, power, ability, and persuasiveness.

Questions to ask about structure include:

- What kind of structure does the group create consciously--leadership positions, service positions, committees, teams?
- What is the informal structure--who really controls, influences, volunteers, gets things done? Who defers to others, follows?
- Is the formal structure understood and accepted by the members?
- Is the formal structure appropriate to the group's purpose and tasks?

9. Procedures. Groups must use some procedures or ways of working to get things done. The type of operating procedure used by the group has a direct effect on other aspects of group life such as atmosphere, participation pattern, and cohesion. Choosing procedures that are appropriate to the situation and to the work schedule requires a degree of group flexibility and inventiveness. Procedures can be examined through such questions as these:

   - How does the group determine its tasks or agenda?
   - How does it make decisions--by vote, silent assent, consensus?
   - How does it discover and make use of the resources of its members?
   - How does it coordinate its various members, subgroups, and activities?
   - How does it evaluate its work?

10. Goals. Group goals may be defined clearly, specifically, and publicly, or they may be vague, general, and only implicit. Members may be committed to them or may merely go along with them. Some questions about goals include:

   - How does the group arrive at its goals?
   - Are all members clear about them?
   - Are all members committed to them?
   - Are they realistic and attainable for this group?

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